MANUAL AND COURSE OF STUDY

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1919

ELEMENTARY GRADES

PUBLIC SCHOOLS OF TEXAS

1919

ANNIE WEBB BLANTON
State Superintendent of Public Instruction

BULLETIN 105 SEPTEMBER 1, 1919

ISSUED BY
THE DEPARTMENT OF EDUCATION
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"The business man begins to see that education is a thing of infinite usury; that money devoted to education will yield a singular increase to which there is no calculable end. an increase in perpetuity—increase of knowledge, and therefore of intelligence and efficiency, touching generation after generation with new impulses, adding to the sum total of the world's fitness for affairs—an invisible but intensely real spiritual usury beyond reckoning, because compounded in an unknown ratio from age to age. Henceforward beneficence is as interesting to the business man as business is, indeed, a sort of sublimated business in which money moves new forces in a commerce which no man can bind or limit."—*Woodrow Wilson.*

COMMITTEE

The following Committee of Teachers gave aid in preparing the Course of Study:

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TABLE OF CONTENTS

	Page
Use and Abuse of the Course of Study	9
Classification of Elementary Schools	11
Basis of Classification	11
Affiliation	12
Changes in Basis of Classification	12
Organization of the Rural School	14
Records	14
The Daily Program	14
School Activities	15
Course of Study by Subjects and Grades	16
Reading	16
Spelling	24
Arithmetic	26
Language	36
English	40
Nature Study, Geography, and Agriculture	48
Physiology and Hygiene	58
Physical Education	59
Drawing	63
Writing	63
History	64
Music	69
Patriotic Work	80
State Adopted Books	89

USE AND ABUSE OF THE COURSE OF STUDY

The course of study is intended to aid, but not to hamper, the teacher. In a state in which school conditions vary as widely as they do in different parts of Texas, it is impossible to present a state course of study which, if followed rigidly, would secure uniformly good results. The plans of work set forth in this pamphlet offer, for the six months' school, a course which stresses the essentials to be taught to each pupil. To these are added, in the work mapped out for the seven, eight, and nine months' school, other details which will enlarge the knowledge and develop the powers of the pupils.

It is a well known fact that our public schools are frequently arraigned on the ground that they teach nothing accurately. The college excuses its shortcomings by pleading inadequate high school preparation; the high school points to the inefficient work of the grammar grades; these grades, in turn, lay the blame upon the primary teachers, who have no one to declare at fault save the parents of the children. Regardless of where the blame may justly be placed, the fact remains that the public have a right to expect that a child who reaches the high school should have a certain degree of accuracy and efficiency in essentials without which high school progress is difficult, if not impossible; that they have the right to expect that the child who cannot continue his education in school shall leave the elementary grades with a fair knowledge of the basal branches. After seven years of schooling, even in the country, a child should have acquired, as a minimum, the ability to read intelligently, and the power to write legibly; he should, at least, be able to perform accurately arithmetical operations involving the four fundamental operations, fractions and decimals; he should be able to spell correctly English words in common use; he should be able to write a few pages of a letter or other composition without glaring errors of punctuation, grammar, or sentence construction. With these basic essentials, further progress is possible to the child, with or without a teacher.

It is, therefore, recommended to teachers who follow this course of study that such omissions or additions be made as in their judgment may seem best for the individual school; but that in each school, however short the term, definite progress should be attained in the essentials specified above. An exceptional teacher may succeed better by means not outlined in this course; she should have liberty to give full play to her own initiative and originality; provided that, in the end, her pupils shall not show lack of progress in the essentials, whatever else they may have learned.

This course of study, then, is planned for the guidance of the average school under average conditions; it should not be followed slavishly; neither should it be altogether ignored. It should serve as a general plan to hold in unity, so far as is practicable and advantageous, the courses of study of the public schools of the state.

It is recommended that the work of each grade be divided into two nearly equal terms, and that pupils be tested definitely as to their progress, both monthly and at the end of each term.

The practice of excusing from examinations all pupils who make certain grades is of doubtful value. No pupil should be graded entirely on written tests, but all pupils should be required at times to pass certain tests which will require the calling up of all of their resources. As a preparation for life, these tests have value in developing self-control and power to think and act under conditions of stress; as a preparation for work in more advanced schools, these tests are necessary. Many pupils fail utterly in high school and college because their previous training has not prepared them for intensive work.

In this day of careful preparation of the pupil by the teacher for every difficulty in a lesson to follow, a word of warning should be uttered. Some intricacies should be left for the pupil to master alone, and his pride in independent achievement should be encouraged. The best schools are those in which the pupils do not, at every turn, depend upon the teacher for direction. In the beautiful words of a recent author, "Think not because the chrysalis struggles that it hath need of you; oh, I pray you, stay your eager hand, lest you despoil its silver wings."

All teachers in the state are invited to make suggestions as to any changes in the course of study for next year which they may deem desirable. Will you not examine carefully the following plans? Will you not report to the State Department of Education as to whether you found it desirable to follow this course? If you made changes, will you specify what changes you found advantageous and explain why they were necessary?

CLASSIFICATION OF ELEMENTARY SCHOOLS

During the next year, the Department of Education, through the High School and Rural School Supervisors, will attempt to make a classification of elementary schools of the State. The committee aiding in the preparation of the course of study has made the following recommendations. These will be applied for one year. These details may be modified, on recommendation of the teachers of the state, or on recommendation of the State Committee on Classification and Affiliation of High Schools and Colleges. These details will be used as a working plan for the beginning of a movement which seeks to advance the elementary schools of the state as the work of classification and affiliation has caused the high schools to make progress.

BASIS OF CLASSIFICATION

1. Elementary schools embracing the work of the first seven grades shall be classified into schools of the first, second, and third class.

2. The term of a first class school must be nine months; of a second class school eight months; and of a third class school six or seven months.

3. All teachers in first and second class elementary schools must hold certificates higher than the second grade, except that for the session of 1919-1920, one teacher holding a second grade certificate may be employed in such schools, provided said teacher has had at least ten years' experience.* Fifty per cent of the teachers employed in third class elementary schools must hold certificates higher than the second grade. No school can be classified if its principal holds a second grade certificate.

4. The value of equipment of an elementary school of the first class, exclusive of ordinary school furniture, shall average not less than $25.00 per room; of an elementary school of the second class, not less than $20.00 per room; of an elementary school of the third class, not less than $15.00 per room.**

5. No elementary school of seven grades shall be eligible for classification unless three or more teachers are employed.

6. Three grades are the maximum number that may be taught by one teacher in any elementary school eligible for classification; and, in such cases, the average attendance must not exceed twenty-five pupils per teacher. Two grades assigned to one teacher must be restricted in average attendance to thirty-five pupils; and one grade assigned to a teacher must not exceed an average attendance of forty-five pupils.

7. The minimum value of the library of each elementary school when classified must average at least $5.00 per room, not including state-owned supplementary or basal text-books; but in order to retain its classification, there must be an expenditure of an amount each year

*The purpose of this extension of time is to enable such teachers to secure permanent primary certificates.

**It is expected that, in order to hold its classification as an elementary school of the first class, each such school shall add to this equipment each year.

for library purposes equivalent to $5.00 for each room until a library has been procured of an average value of at least $25.00 per room.

8. The minimum salary paid to any teacher of any classified elementary school must be not less than $60.00 per month for the session of 1919-20, and not less than $65.00 per month for the session of 1920-21.

9. Elementary schools, when once classified, cannot retain their classification or raise it, without making of their teachers the requirement that each teacher shall spend at least one summer term in professional work at a normal school or college, not less frequently than once in three years.

AFFILIATION

Elementary schools may be affiliated with all high schools in the state which desire to be included in the state classification and affiliation. High schools unwilling to accept the state affiliation may withdraw from the state lists. Affiliation will be granted in each branch separately. A promotion card to any grade of an elementary school of the first class will admit a pupil to that grade in any elementary school of the first class in the state in the affiliated branches on which the pupil has credits. Pupils may be examined on branches in which the school has no affiliation. No school is required to accept such cards, but all such schools declining to accept promotion cards from other elementary schools of their class will be dropped from the state classification. Complaints showing faulty classification or affiliation will receive prompt attention.

After classification and affiliation by the state, each elementary school should print on its promotion cards its classification and its units of affiliation. The card should also show the pupil's units of credit in his grade.

CHANGES IN BASIS OF CLASSIFICATION

The Special Committee appointed to consider the regulations governing the Classification of Elementary Schools, as outlined in Bulletin 105 of the Department of Education, pages 9 and 10, submitted at the meeting of the Committee on Inspection, Classification and Affiliation of High Schools, October 27, 1919, the following recommendations:

In the *Basis of Classification*, page 9, under No. 3, we recommend that five years' experience be substituted for ten years' experience.

In No. 4 we recommend the following reading:

"4. The value of equipment of an elementary school of the first class, exclusive of ordinary school furniture, shall total not less than $50; of an elementary school of the second class, not less than $40; of an elementary school of the third class, not less than $30."

In No. 6 we recommend that for three grades as the maximum number for one teacher, the average attendance must not exceed thirty-five pupils per teacher, instead of twenty-five.

We recommend that the following be added to No. 7. or be made a separate caption:

"The school rooms shall be supplied with modern standard school

furniture, adequate blackboards in reach of children, teacher's desk, etc."

Under *Affiliation* we recommend the following reading:

"Elementary schools may be affiliated with all high schools in the State which desire to be included in the State classification and affiliation. (New sentence inserted. See amendment below.) Affiliation will be granted in each branch separately. A promotion card to any grade of an elementary school of the first class will admit a pupil to that grade in any elementary school of the first class in the State in the affiliated branches on which the pupil has credits, provided that pupils who, after trial, show they are not properly classified may be re-classified. Pupils may be examined on branches in which the school has no affiliation. Complaints showing faulty classification or affiliation will receive prompt attention."

For the present, the classification of elementary schools should be limited to those schools that do not maintain a first class high school in the system. (See amendment below.)

After classification and affiliation by the State, each elementary school should print on its promotion cards its classification and its units of affiliation. The card should also show the pupil's units of credit in his grades.

On motion, the Committee report was amended as follows:

1. Add the following sentence after the first sentence under "Affiliation": "Elementary school unwilling to accept the State affiliation may withdraw from the State lists."

2. For the second paragraph under "Affiliation," beginning: "For the present * * *," substitute:

"The Classification and Affiliation of Elementary Schools is to be separate and distinct from that of high schools, and the classification and affiliation of one is not to be dependent on that of the other, in the same system."

On motion, the report of the Committee was adopted as amended.

ORGANIZATION OF THE RURAL SCHOOL

A one-teacher school should not have in attendance more than forty pupils to the teacher. When this number is exceeded, another teacher should be employed, even though the school term should thereby be shortened. In a one-teacher school not more than four grades can be taught efficiently. Where it is possible, in such schools, pupils who have advanced beyond the fourth grade should be transferred to neighboring districts able to employ several teachers. In sparsely settled regions, where this plan is not practicable, the teacher can only do her best, under the circumstances, to instruct the children enrolled in the various grades. County school boards should so classify schools as to arrange for at least one strong county high school in even sparsely settled counties. Recently passed laws providing for the consolidation of an independent district with another independent district in a city or town, or for one common school district with another, or for a common school district with an independent district, and providing for the care of previous bond issues, should aid county superintendents and county boards in planning an efficient county school system, which shall give to each child of a county the opportunity to attend a good high school in his own county.

RECORDS

At the close of each school session each pupil should receive from his teacher a card indicating the work upon which he is prepared to enter at the next session. Each teacher should leave with the proper authorities a systematic record, showing clearly the standing of the pupils at the end of each session, and no teacher should receive the last month's salary until such record has been filed.

THE DAILY PROGRAM

The daily program should receive the careful thought and attention of the teacher. When once planned, it should have several weeks' test before final adoption for the session. After acceptance as the best plan possible under the conditions, it should be followed with regularity and system. Each program should allow one brief period for general instruction each day to the whole school on such subjects as current events, civics, duties of patriotism or matters of general health and sanitation: especially should systematic instruction in good manners and general courtesy be given in these discussions. Work in oral composition and public speaking, including debates, may be arranged for in weekly exercises, including all except the very young children. Monthly spelling and debating contests will be found interesting and valuable. If, to the daily program, are added specifications for weekly and monthly exercises of this kind, as well as such school entertainments as may be planned for the school year, much will be gained. Systematic achievement is more likely to result, as well as an increase of interest on the part of both pupils and patrons. In planning the daily program, it is well to use the morning hours for subjects which

require the use of the reasoning power or unusual concentration of mind, and to set for the afternoon those requiring less effort and attention. A teacher having more than one grade should combine classes in those subjects where combination will not be disadvantageous. Before final adoption of the program each teacher, if in a rural school, should submit her program to the county superintendent for approval; if in a larger system, she should submit it to the principal or superintendent of the school in which she teaches.

SCHOOL ACTIVITIES

The school building and grounds should be the center of recreation and of social activities for the community. Each school should have not only its mothers' club, but also its fathers' club. Both mothers and fathers may be induced to take an interest and a part in the various school activities. The school may be made a community laboratory and workshop, a forum for matters of public interest, and a source of amusement and entertainment. Athletics, oratorical contests, debates, singsongs, community fairs, and amateur plays will aid in arousing interest in the school and in awakening enthusiasm in the community.

COURSE OF STUDY BY SUBJECTS AND GRADES

READING

Reading is beyond doubt the most important subject taught in the elementary schools, both because any considerable advancement in other departments of school work is impossible without the ability to read, and because it gives the power, through the printed page, of association with the great minds of all ages.

The *purposes* of reading are: (1) to get thought; (2) to give pleasuse to others; (3) to get pleasure for one's self.

The accomplishment of these purposes depends upon (1) the mastery of tools or mechanics of reading; (2) the ability to interpret the thought; (3) increased skill in expressive utterance.

In good oral reading it is necessary that the child shall form the habit of sending the eye forward regularly to report new groups of words while the mind is comprehending and the mouth reporting what the eyes have passed over.

The kinds of reading are (1) silent, (2) oral, (3) sight reading, (4) home or extension reading.

Much more time should be given to silent reading in the school room than has been done in the past because this power is essential in all future development of the pupil. *Silent* reading is merely informational. To read well silently, one must be able to summarize with some accuracy what has been gone over.

Oral Reading is the measure of one's power and skill to give to others what he has gleaned from the text. Study for word mastery and thought-getting precedes practice in oral reading. Oral reading should be judged by the following:

1. Voice—tone and proper pitch.
2. Clearness—articulation, enunciation, pronunciation.
3. Expression.
4. Reading rate.

Phonics must be used constantly as a means to word mastery and for better speech control.

Sight Reading is either oral or silent. It stimulates the pace of the eye and affords practice in grasping groups of words that contain units of thought. A sight reader should be able to give in his own words the sense of the matter read when sight-reading is silent. If the sight-reading is oral, he must get the sense himself and also cause his hearers to receive it.

Home and Extension Reading. Much reading is a wise means of developing the power to read and of creating a taste and love for good literature. The public schools can render no single service that will be more beneficial to the public than to send out from its doors boys and girls who delight in good literature. When a child has acquired the reading habit, it is only a question of time until he will become an intelligent citizen.

Supplementary Reading should be wisely chosen. There should be both silent and oral procedure. In oral reading stress should be laid upon reading selections to a listening audience by individual pupils and upon dialogue reading.

PRIMARY READING

Primary reading must begin with the reading of sentences as a whole. The child should not be allowed to start on even a short sentence until he has the entire sentence in mind and can give it as a complete thought. For this reason the first work whether from blackboard or chart should be sentence work. These sentences should all be related so as to form a unit of thought—they should not be scattered sentences made merely to use words.

This introductory sentence work will soon be followed by the word method; but even then the word drill should be separate from the reading lesson and the reading of the complete sentence should be insisted upon. The child must acquire early the power to master new words for himself. This necessitates systematic phonic work. Care should be taken to teach phonograms from words used in old lessons that can be applied in working out other words in new lessons.

Primary reading should be in the simple natural tone of little children. During the first year the sentence should be the unit of consideration. During the third year the paragraph should be the unit of consideration. The second year is the period of transition from sentence to paragraph. If long sentences are difficult to handle, they should be separated into phrases and the phrases read as a whole; then they should be put together in complete sentences until the children acquire the habit of proper phrasing.

PHONICS

By the teaching of phonics pupils acquire independence in learning new words, and the ability to read a greater amount in a given time. Exercises in phonics develop the power of correct enunciation and pronunciation.

The teaching of phonics should begin with the teaching of reading, but at first should be a separate exercise. The two lines of work may be brought together as soon as practicable.

The work may begin by sounding words slowly, and then asking the children to sound the word and tell what it is. This ear drill is of special value to the pupils in analyzing words into sounds, and also in getting the blend.

Consonant sounds are taught first, and then the short vowels in various phonograms, as *an, at, et, in, un,* etc.

When the children are able to get new words containing short vowel sounds, the long sounds should be introduced.

By comparing words containing short vowel sounds with those containing long vowel sounds, the children should learn that final *e* preceded by a single consonant makes the first vowel long; as *fat, fate; hat, hate; mat, mate.*

By the end of the first year the children should know the long and

short vowel sounds, the more ordinary modifications of vowel sounds, and the consonant sounds with their modifications.

Work for purity of sound, and do not blend until each sound can be given distinctly.

Phonics should be taught in such a way that children will understand the meaning of the work, and realize that knowledge of the work will enable them to get new words for themselves. Great care should be taken to see that the children use their knowledge of phonics in their reading.

Perception cards and charts should be used in connection with blackboard work.

The consonant sounds are combined with word endings to build words, e. g., *m-an, D-an, N-an, t-an, p-an.*

In the first grade, teach phonograms in the order in which they come in the adopted speller. In the second grade, review the work of the first year. Continue the exercise for the recognition of phonograms and combination of consonants. In this grade also teach phonograms in the order in which they come in the adopted speller. In the third grade the pupils should review the work of the preceding grades and continue phonetic work as introduced by the adopted text in spelling.

In the adoption of a number of supplementary readers, it was the purpose of the Text-Book Commission to provide for a large and varied amount of reading matter, to the end that the teaching of reading in our schools might be improved, and that the reading habit might be cultivated in our children. Besides the basal text, there will be furnished free to each grade two supplementary readers for each six months' school; three for a seven or eight months' school; and four for a nine months' school.

A generally approved plan of using these readers is to have the child read the first ten pages or so in the basal primer; then the same number of pages in each supplementary primer. These completed, the child takes up again the basal primer and completes the next ten or fifteen pages; he then takes the corresponding number of pages in each supplementary primer. This procedure is repeated until the child has completed the primers. He then follows the same plan in taking the basal readers and the supplementary readers.

Where a large amount of carefully graded material is desired, this plan can be followed in most of the elementary grades; but it is especially advantageous in the first, second, and third grades. Advantage is gained in some of the upper grades by using a part of the supplementary reading for home work, and requiring the child to use in oral language lessons the subject matter of selections read at home. Each teacher must bear in mind the fact that, while the teacher may choose some of the supplementary reading, each grade must use the basal reader and the set of supplementary readers adopted under the renewed contract. (See pages 83, 84.) This means that readers of these two sets must be *completed.* It is not required that they shall be used in any definite order, but each child of each grade must read entirely through the appropriate reader for his grade, of each of these sets. If these are used in the high division of a grade, they need not be used in the low division. But no other readers may be so used as to exclude these from *full use.*

First Grade

Start with blackboard or chart lessons using words from first ten to twenty pages in the primers.

Begin reading from the books as soon as possible. (See model lesson below.)

Model lesson in reading for beginners

Aim:

To teach the pupils to read a sentence as an expression of thought, and to add *ball, throw, catch,* and *roll* to the vocabulary.

Give a ball to the class.

The teacher asks, "Who has the ball?"

A pupil answers, "I have the ball."

The teacher writes on the blackboard, "I have the ball."

The teacher repeats the question several times and different pupils answer and read the answer.

The teacher asks, "Who can throw the ball?"

A pupil answers, "I can throw the ball."

The teacher writes the answer on the board and repeats as above. The teacher then says, "I am going to tell you with the crayon what to do with the ball," and writes, "Throw the ball."

Pupils read the sentence.

The teacher then proceeds in like manner with the sentences, "I can catch the ball," "Catch the ball," "I can roll the ball," "Roll the ball."

As many pupils as possible read all the sentences from the blackboard. If a pupil hesitates, the teacher should ask him the question to which the sentence is the answer. If he still hesitates, she should *tell* him the sentence.

Then she should ask, "Where is the word that says *ball?*" When the word is found she should write it on another part of the board, and have pupils find it in different sentences.

She should then proceed in a like manner with *throw, catch* and *roll.* Then she should write the words, one at a time, erase them quickly, and have the pupils pronounce them both in concert and individually. If the wrong word is given, she should write it again and compare with the list. After drilling on all the words in this way, she should let the pupils find words in the list, pronounce them, and erase them.

If the pupils are ready for print, the teacher should let the pupils open books and find the words they have been studying.

If pupils are ready for writing she should let them write the words at the blackboard under her supervision. The word drill of this lesson may be given at the spelling period. This is a full lesson for a strong class. If necessary the teacher should take fewer words and repeat them in sentences.

In taking primers and readers, the teacher should omit lessons that are too difficult. These should be marked for reading after the easier lessons are completed.

The teacher should choose from all readers selections for systematic memory work and for dramatization.

SECOND GRADE

The facility in word calling and the power of expression which the pupil had at the close of the first year's work have largely slipped away during vacation and a few weeks can be profitably spent in review of first grade work.

Selections should be read silently to get the thought, pupils having been previously assisted with unfamiliar words. A paragraph or part of a paragraph containing a complete thought should be expressed in the pupil's own words before reading aloud.

The teacher should give attention to the modulation of the voice. The pupil should receive a lively impression of the thought presented in the reading, and he will gradually become able to give this as he receives it; that is to say, he will come to read naturally.

Dramatization, posing, and acting the stories of the readers in all primary grades will add interest and pleasure to the lessons and help in securing good expression.

THIRD GRADE

The purpose of reading in the third grade is to enlarge the child's comprehension and to develop his power of interpretation.

The child should recognize words readily and call them properly. He should be able to grasp the idea in phrases, the thoughts in sentences, and the full treatment of a thought in paragraphs. Require the child to master the words; that is, to learn to spell, to pronounce correctly, and to use them. Require the pupil to tell in his own language the substance of the paragraph or of the story read. Such an exercise serves the purpose of language drill as well as of interpretation of the lesson in reading. Try to vary the work as much as possible.

Continue to teach the use of the more common marks in punctuation found in the reading. Pay particular attention to the punctuation of the name of the person addressed, of the possessive forms, and of contractions. There should be frequent drills in articulation.

Have pupils to learn memory gems. An occasional contest in repeating memory gems will be useful.

The teacher must give inspiration to the class by being interested in the reading. She should read to the children from the adopted reader, from the supplemental readers, and from the books in the library. She should also read poems to the class, for the emotional attitude of the pupil toward the matter being read has much to do with the thoughts aroused and the impressions made on his mind and character. Nothing is productive of more lasting good in the acquisition of knowledge, and in the permanent expression of truth in character, than the effective reading of a good poem. The reading of good stories may also be utilized as a means of awakening interest in reading lessons.

The new difficulties that the pupil will encounter will appear in meeting new words. Drill in phonetics that he may be in possession of the instruments to work out his task independently. Teach the use of the dictionary that he may use it in the struggle with new words.

Do not require formal definitions, but teach the meaning of words

by their relation to other words in the sentence and by using them properly in original sentences.

Cultivate, if possible, the habit of home reading. Place in the hands of the pupils as much easy and interesting supplementary material as the pupil can read and enjoy.

Do not allow pupils to fall into the habit of depending upon anyone to pronounce difficult words for them while reading. If many of the pupils halt and hesitate in their reading, the lesson has been poorly assigned or poorly prepared.

Put in the time in reading something within the capabilities of the class.

Require sight reading, using easy material. Keep in view that the aim in teaching reading is to interpret intelligently the printed page. Teach the pupil to break sentences up into phrases. Do not make the mistake of teaching the pupil to pause at commas and only at commas. The marks of punctuation are used to make clear the meaning and not to show necessarily the points for elocutionary pauses.

Review the memory selections, and continue to increase the list of gems.

Fourth Grade

By the time the pupil has reached the fourth grade he should be able to read with pleasure and profit literature suited to his age and advancement. He should be so interested in reading that he will call for books from the library. Yet there will be children in this grade who have not really learned to read. These children should have the teacher's most careful attention. If they are not interested because the subject-matter is unfamiliar or too difficult, the teacher must awaken an interest by telling stories, or by giving some supplemental work in which the child has a natural interest, or which is not too difficult. The slow pupil should have frequent opportunity to read. "Let his motor activity be utilized at this point by having him give expression in some form to that which he reads." Make specific assignments, and see that the work is within the pupil's power to accomplish and that it is accomplished. As the literary element should predominate, emphasis should be given to the choice selections—those of literary power. The teacher should know the book. She should not feel compelled to use the subject-matter in the order laid down in the text, but should exercise her judgment, teaching the easy pieces first as far as practicable. Where a piece is found to have special reference to a given season of the year, or to a day of a certain kind as fair, cloudy, rainy, or smoky, the work should be planned so that the season or the day may give emphasis to the sentiment expressed in the selection.

The tendency of the best modern teacher is to have a number of books read *once* rather than one book a number of times.

Induce pupils to read many good books. This is necessary to good reading. A good reader cannot be developed by using one text in each grade. The reading is most successfully taught that leads pupils to a desire to read good books. Make the substance of the lessons a permanent part of the pupil's self. Have some of the useful and beautiful thoughts of the book memorized.

Lists of difficult words should be selected in advance and written on the board, the pupil being drilled until he is able to pronounce them readily. Particular attention should be given to sight reading and phonics.

In addition to the efforts made to teach reading from the readers, attention should be given to the pupil's power of interpreting his arithmetic, his geography, and his physiology and hygiene. These books for this grade are essentially readers.

Do not fail to encourage home reading by assisting the pupils to get hold of books that appeal to their tastes. A habit of reading good literature now means much for the future progress of the pupil, to say nothing of his added pleasure. Someone has said that the pupil has been, up to the fourth grade, learning to *read;* and from that grade on he *reads to learn.*

If there be those who still have difficulty in reading the text, give them as much personal help as possible. Select easier books, and have them to read long selections orally. Never allow the class to help the stumbling pupil pronounce difficult words. Do not pronounce them for the pupil yourself except in assigning and preparing the lesson. If any pupil cannot pronounce the words given that occur in the selection which he is attempting to read, do not waste time with him on the particular assignment, but begin working on the difficulty patiently.

FIFTH GRADE

Require the pupil to prepare selections according to the "Study Hints" at the end of the "Child's World Reader." Try to subordinate drudgery to the pleasure which the child may derive from reading. Encourage pupils to seek for beautiful expressions in the lesson and reward with praise successful rivalry in this direction. Occasional contests in the repetition of lines memorized and in the use of words selected for a review lesson will be found helpful.

An excellent review exercise is to permit each child to tell some story read during the month, and take a vote of the class as to which pupil related his story most effectively.

Memory work and dramatization should be continued. Exercises in rapid silent reading and tests of accuracy should be a regular part of the work.

SIXTH AND SEVENTH GRADES

At least one-half of the time assigned to reading should be given to silent reading. Silent reading is for the purpose of clearing up word difficulties, getting meaning from the printed page, and of training children how to study. It leads to *constructive* thinking, which is a better proof of mastery of the thought than is often afforded by oral reading.

Devices in Silent Reading

1. Give a number of written questions and have pupils search for answers and write them.
2. Have the children tell a passage or short story in their own words after reading silently.

3. Use selections containing information to be read silently and then have the class discuss them.
4. Assign individual topics to be reported on later.
5. A speed contest should be given occasionally to see who can read a certain passage most comprehendingly in one or two minutes.
6. Let the child ask questions of others in class after he has read a passage silently.
7. Let the pupil choose and study a story to read to a lower grade class or an upper grade class.
8. Let the pupils read silently and make questions to ask the class.

Oral Reading Devices

1. Assign to each pupil out of the lesson a special passage to be prepared for oral reading, or let the pupil choose his own passage.
2. Work over in class with questions and explanations the most difficult passages, or those with strange expressions.
3. In an oral reading match—one pupil reads until a mistake in pronunciation or a repetition occurs. At a signal the closest observer takes up the reading, and proceeds.
4. Let the children read silently and report a story as a serial.
5. In oral reading, have individuals read aloud with the class listening but not following with the eye. Question the class for content later.
6. Errors should be corrected and drill given unobtrusively.

Drills in Reading

1. Drill to secure word and speech control.
2. Drill on sight words.
3. Drill on phrases to establish word relationship and phrase unity.
4. Emphasize articulation, enunciation, and pronunciation.
5. Drill on sentences to give skill in fusing individual words of a sentence into a thought unity.
6. Drill on phonetics to secure independent word mastery.
7. Drill on phrase and sentence work to increase reading space by training the eye.

Difficulties in Reading

1. New words.
2. Familiar words in unfamiliar meaning.
3. Phrases that are puzzling.
4. Unfamiliar idioms.
5. Sentences of complicated structure.
6. Peculiar customs and institutions not found in the child's own environment.
7. Acts that are incomprehensible to the child.
8. Situations and conduct that challenge and bewilder the child.

These difficulties must be overcome and this can be done only by having reading preparation periods.

SPELLING

The course in spelling is here outlined as a branch separate from other studies; but really spelling ought to be taught in connection with every subject. In other words, the terms used in each course, whether it be arithmetic, history, or geography, should be learned in their natural setting. In addition, therefore, to the words listed in the textbook for special study, the teacher should gather words from every source and drill on them until the pupils can spell readily all words that they use in their written work. Teachers of all grades are asked to read carefully note to teachers, pages iii-vii of text.

FIRST GRADE

Spelling is of two kinds, oral and written. A generation ago the most of the spelling in the schools was oral. But since it was found that good oral spellers were often poor spellers when called upon to write, a swing of the pendulum to the other extreme began, and for a few years now in many schools almost all the spelling has been written. But as many of our words are spelled phonetically, and as the right kind of oral spelling is an aid to oral reading, it is agreed that both kinds of spelling should have place in the school.

Written spelling should precede oral spelling, and should receive the major portion of the time set apart to that subject, for the reason that in after life the pupil will be called upon to write words, and not to spell them orally.

The pupil begins to spell unconsciously, when he first tries to copy the words that have been given him. At first he may not notice that the words are made up of distinct parts. But when he does notice this, whether by accident or instruction, it is easy to teach him that each part or letter represents a sound of the voice, and that it is the blending of these elementary sounds that produces the spoken word. He is now made to see that a given letter may represent several different sounds, and that these slightly different sounds are distinguished by certain marks which occur above, below, or through the letter used. The teaching of these diacritical marks should not be postponed, but at least the long and the short sounds of the vowel should be taught, and the pupil thoroughly drilled upon them.

Let the teacher watch her own enunciation. The way that she articulates, syllabifies, and pronounces will influence the pupils quite as much as any rule she may teach. Probably the one thing that makes material improvement in our spelling so slow is the conviction that anyone can teach this branch and that spelling is one lesson which the teacher does not need to prepare.

Many teachers begin written spelling of simple words from the reading lesson the first month. If this is done these words should first be presented from the blackboard. No child should be permitted even to copy new words until he has had these words presented under the supervision of the teacher. The practice of writing the same word many times has nothing to recommend it.

First Grade

First Term: Adopted text to lesson 31 and words from the reading lessons.

Second Term: Adopted text through lesson 80 and words from the reading lessons.

Second Grade

First Term: Adopted text through page 54 and words from the reading lessons.

Second Term: Adopted text, pages 54-80. Compile lists from other lessons and words most frequently misspelled. Visualizing the words helps to secure concentration and correct form. The teacher should make sure that the child understands the meaning of all words spelled. Include drill in diacritical marks.

Third Grade

New World Speller, First Book, pages 83-136.

The numbered sections in the third grade are single lessons. Each teacher, knowing the power of the class, must determine how much time is necessary to complete the work satisfactorily. Make separate lists of words from language, arithmetic and geography lessons. Have the child make lists of names of things used at home and at school, and learn to spell these names. Continue drill in diacritical marks.

Fourth Grade

Read carefully suggestions "On Teaching Spelling," in the New World Speller, Book II.

Use alphabetical arrangement of words in teaching use of the dictionary. Also familiarize the child with the most common diacritical marks.

Note the appendix for necessary technical words in different subjects.

Teach about five pages per month of Fourth Grade assignment in the New World Speller.

Add lists of words from reader, language book, geography, physiology.

Continue drill in diacritical marks, and show their value in using the dictionary.

Fifth Grade

Note suggestions in Course of Study for the Fourth Grade. See pages 185-186 in the text.

Teach about five and one-half pages each month from assignment made for the Fifth Grade in New World Speller.

Add lists of words from reader, geography, language, and history.

Continue drill in diacritical marks, and show their value in using the dictionary.

Sixth Grade

Train the pupil in the use of the dictionary. Review and use the diacritical marks. Occasionally have every word spelled and pronounced

by syllables. In the written spelling, as a rule, have the words written as connected wholes, and see that written syllabication be not carried over into other written exercises.

Conduct spelling bees, using words assigned several days before. Vary this exercise, having one time, grade against grade; and another time, boys against girls. Sometimes a contest with another school or room arouses interest and increases study.

Keep in mind that to enlarge the pupil's vocabulary, as a means of understanding the thoughts of others and of expressing his own, is the main thing.

First Term: New World Speller, pages 233-258.

Second Term: New World Speller, pages 258-280.
Add lists of words from all other branches studied.

SEVENTH GRADE

The teacher should be exacting as to articulation and pronunciation—exacting not only with the pupils, but also with herself.

First Term: New World Speller, pages 281-306.

Second Term: New World Speller, pages 307-328, and Appendix.
Add lists of words from all other branches studied in these grades.
Continue drill in diacritical marks, and show their value in the use of the dictionary.

In the fifth, sixth, and seventh grades, the teacher will find helpful frequent drills in which pupils spell words, syllable by syllable, pronouncing each syllable as spelled, and the whole word at the end. This good old-fashioned method gives drill in syllabication and in phonetics.

A knowledge of spelling is as important in the child's life as the mastery of arithmetic. Do not neglect the spelling period for other lessons. Give to this branch *regularly* ample time on your program.

ARITHMETIC

FIRST GRADE

There are at least five steps in the process whereby a child obtains complete possession of a number fact.

1. To develop it.
2. To express it.
3. To apply it.
4. To memorize it.
5. To use until its use becomes automatic.

Suppose, for instance, that the child has reached that stage in his work where he needs to know how many 3 and 4 are. It will not do for him to take merely on faith his teacher's statement that the sum of the numbers is 7. It is necessary that this truth be developed so that the child will know this for himself.

After he has learned that 3 and 4 are 7 it is still necessary that he should know the symbols by which the fact may be expressed.

In the third place, he must be able to apply the truth to the prac-

tical affairs of life. He may be able to tell you that 3 and 4 are 7, and yet not know how many marbles he would have if he had 3 and someone gave him 4 more.

Furthermore, he must commit this fact to memory. It is not enough that he should be able to find it out.

Lastly, he should make this truth so much a part of himself that he will not be conscious of giving a separate thought to it. The mere combination of 3 and 4 should suggest 7, just as the letters c, a, and t suggest "cat," without reference to the letters separately.

The taking of these five steps may be scattered over a term of years, and yet all are necessary to the perfection of the work. No one of them can be omitted or slighted without allowing the whole work to suffer.

The earliest development work should be based upon counting. The idea of comparison should always be present to re-enforce that of counting. The Speer blocks may be used to advantage by way of suggestion; but simple counters which the child may himself handle will be found indispensable.

It is a matter of economy of time to teach the four fundamental processes in one. They are in reality only four different methods of expressing the same truth.

The truth may be expressed in any one of the following ways:

$$3+3+1=7$$
$$2\times 3+1=7$$
$$7-3-3-1=0$$
$$7\div 3=2 \quad (1)$$

The last given should be read thus: "From 7 I can take 3 two times and have 1 left."

The first two weeks of school may be used to find out what number facts the child already knows. We should avoid useless repetition. Most children can count to five before they enter school, while some can count much farther. In most instances, however, they have not taken the second step in the number process; namely, they do not know how to express the facts they know. In such cases, this second step should be the first one taken up.

However, care should be taken not to introduce the symbol too soon. The teacher should be sure that the idea is present before giving the symbol for the idea.

The third step in the process—namely, the application—should not be neglected. The telling of number stories will be helpful for this purpose. These should at first be oral. Later on they may be written.

The number work may be profitably founded upon the construction work. In any event, it may be largely reinforced by it.

The First Half of the School Year

The teacher uses First Journeys in Numberland as guide, pages 7-80.

Combinations from 1 to 10.

Within these limits the first three steps should be fully taken, the fourth should be well begun, while the fifth will be hardly started.

The Second Half of the School Year

First Journeys in Numberland, pages 81-120.

This work should review that of the first half and continue it from 11 to 18. The fourth step—that of memorizing—should receive additional stress. In fact, the bulk of this term's work, so far as difficulty is concerned, consists in memorizing the forty-five fundamental facts of addition. Along with this the other three fundamental processes in arithmetic should be taught up to 18.

The subjects of enumeration and notation should be begun in this term. They should be based upon concrete work. Let the child see that when he tries to hold ten splints separately in his hand he cannot conveniently do so. It is more convenient for him to tie the ten splints into one bundle and then begin anew. Let him see that the very system of writing 12 shows that he has one bundle and two separate things left over; that 24 indicates two bundles of 10 each, with 4 left over.

During this term the idea of the simplest fractional parts should be taught. Some of these stories should be written. An application should be made of every fact learned.

The following suggestions are from Myers & Brooks:

"Count things; learn number names to one hundred; begin to learn standard units.

"Combine and separate numbered things and objects.

"Begin independent knowledge of forms; three-sided, four-sided figures.

"Write and read one and two-figured numbers.

"Some quick work with figures, counting by 1's, 2's, 10's, 5's and 3's.

"Read the sign +, 'and'; =, 'are'; —, 'less.'"

Both the first and second grades will find the drill work enlivened by the use of games. Spinning the arrow, ten pins, whirling the platter, and various races and guessing games, enable the children to become familiar with the forty-five combinations and the facts of multiplication.

SECOND GRADE

First Half of the Year

Put First Journeys in Numberland in the hands of pupils. Begin at page 80 and review rapidly to page 120. Complete the book.

Supplementary work from other sources.

Drill especially on the 45 number combinations. The use of large number cards for this purpose will be found helpful. Then teach the child to form large combinations in addition from the smaller ones which he already knows. Give much tablet work and blackboard work of this kind:

7	17	27	37	67	87	97
9	9	9	9	9	9	9
—	—	—	—	—	—	—

Teach the child that wherever he finds a combination of 7 and 9 the sum will always end in 6. Teach him that if he does not know the

sum of 67 and 9 he is to find out by thinking of the sum of 7 and 9. If he knows this, he knows all the other sums asked for. Absolutely forbid the practice of counting on fingers or with other objects after the child has once learned the 45 elementary combinations.

Continue simple concrete work in Arabic notation and numeration. Teach the writing of numbers in Arabic up to 1000, with addition of short columns.

Teach the Roman notation of the first ten numbers.

Teach simple subtraction—that is, subtraction that does not include the reduction of a unit of higher order.

Teach pupils to count rapidly to 50, by numbers from 1 to 12. Have the facts thus learned memorized and tabulated. Use some concrete number relation to apply to each group of numbers. For instance, in teaching the 2's teach the number of pints in a quart, and the number of cents it takes to buy a stamp for an ordinary letter.

Use these facts on drilling on the work. For instance, ask how many pints in 7 quarts, how many cents will it take to buy stamps for 8 ordinary letters. In drilling on the 3's use the number of feet in a yard. During the term the child should gradually be taught these measures and their relations: pints, quarts, gallons, nickels, dimes, dollars, inches, feet, yards, days, weeks, months, dozens. Wherever practicable, the child should be taught these measures by seeing and handling them.

Extend the teaching of simple fractions to include 1/5 and 1/6. Enable the children to see concretely such relations as the quality 1/2 and 2/4, 1/3 and 2/6, etc.

Teach the analysis of multiplication in such problems as this:

If one pencil costs 6 cents, what will seven pencils cost?

Teach also the analysis of fractional division, in such problems as this: If 4 oranges cost 20 cents, what will one orange cost?

Second Half of Year

Continue work of the grade below until it shall include 100. Continue and extend the drill on multiplication and division tables from 2 to 8, inclusive.

Extend Arabic notation to include numbers of four orders, and Roman notation to include 20.

Introduce compound subtraction—that is, the subtraction which involves the reduction of a unit of higher order to units of a lower order, as in the subtraction of 19 from 37. Make this work as concrete as possible. Let the child see that what he really has to start with in this instance is 3 bundles of 10 each with 7 single ones left over. He must take away one bundle and 9 ones. In order to do this he must first untie one of his bundles, thus making with the 7 loose ones 17. From these he can take away nine, leaving 8. He can then take away one of the two bundles remaining, leaving one bundle, with the 8 loose ones, making 18 in all.

Teach multiplication with multipliers of one digit.

Toward the latter part of the term take up the process of two step analysis, first giving each step separately. For instance, begin with such questions as these:

If 4 pencils cost 12 cents, what will one pencil cost?
Then what will 7 pencils cost?
A little later these two may be combined as follows:
If four pencils cost 12 cents, what will 7 pencils cost?
Where such problems seem beyond the child's reasoning power, the teacher should teach the mechanical processes thoroughly and not distress the child with this inability to reason at this tender age.

THIRD GRADE

First Month: Review pages 23-90, giving special attention to pages 23, 39, 41, 48, 52, 55, 56, 64, 65, 70, 88 and 89.

Second Month: Pages 91-101.

Third Month: Pages 102-112.

Fourth Month: Pages 113-123.

Fifth Month: Pages 124-135.

Sixth Month: Pages 136-147.

For seventh, eighth and ninth months, use topic indicated in the above outline, giving more advanced problems and using larger numbers in the fundamental processes.

Make much use of mental arithmetic.

Text: Essentials of Arithmetic for Primary Grades.

Suggestions for Fourth, Fifth, Sixth, and Seventh Grades

"Arithmetic is man's first great step in the conquest of nature. Arithmetic is the first tool of thought that man invents in the work of freeing himself from the thraldom of external forces. Number makes possible all the other sciences of nature that depend on exact measurement."—*William T. Harris.*

The course in arithmetic aims to establish correct notions regarding numbers and their relations as well as to produce habits of accuracy and rapidity in computation.

The chief purpose of the first four years is to master the four fundamental processes—Addition, Subtraction, Multiplication, and Division. The remaining years are to fix more firmly these fundamentals and to develop the thinking and reasoning powers of the pupil, and above all to enable him to apply the fundamental processes in the practical affairs of life.

Oral work in every subject is important, and in none more than in Arithmetic. Not a day should be passed without it. The mind should be reached through both ear and eye. It is a good idea to allow the pupils themselves to prepare and dictate problems for oral solution.

Actual measurements of distances, surfaces, and solids, as far as convenient, should be made, and actual business transactions conducted. These exercises tend to vitalize the subject and to correlate it with the affairs of everyday life.

Short methods should be introduced only after the pupil understands the general method. Encourage short methods in the higher grades.

Arithmetic work in every grade should begin with some review of the work of the grade preceding it. This, however, should not be the

only review used. Every day's work should include some review of the work the day before.

The work of every grade should be built directly upon some work preceding it. Children often have trouble in Arithmetic, not because of its inherent difficulty, but because they lose the connections.

All arithmetical work should be taught analytically. The repetition of a formula or the memorizing of a meaningless rule can never result in good. The rule or the formula should not be given until the process is already understood.

A foundation of concrete work should be laid wherever possible. Especially is it true with common fractions. The things which the child can see will remain with him.

Many portions of arithmetic can be mastered only after continued practice, and the only practice which really helps the pupil is the practice which he himself has. Practice gotten by the teacher or by some other pupil will not answer his purpose.

Every arithmetical problem should, after it is solved, be explained orally by some pupil.

If pupils are taught to read over all problems carefully and to visualize them before attempting to solve them, many of the difficulties will vanish.

No written solution of an arithmetical problem can be a good one unless it has five characteristics. It must be:

1. Correct.
2. Short.
3. Logical.
4. Explicit.
5. Neat.

Model Lesson Plan

1. Aim.
2. Review knowledge in hand.
3. Materials.
4. Development.
5. Application.

Note.—The essentials as they are indicated for each grade should be covered in a six months' school. The school of longer term should give extra drill and additional application in all these essentials.

Omit the following: G.C.D. and L.C.M. of larger numbers, fractions with large denominators, compound and complex fractions, Troy weight, apothecary's weight, fluid measure, surveyor's measure, etc., cube root; partial payments in the form of state rule, compound proportion, compound interest and annual interest.

Fourth Grade

Essentials

1. Four fundamentals.
2. Long Division.
3. Primary development of fractions.
4. Simple everyday problems.

Aim.—To make pupils as nearly accurate as possible in the fundamentals.

Suggestions

Review multiplication and division, using larger numbers. In problems be sure that the pupils understand mentally the problem before trying to write the process. Problems should not involve large numbers, but numbers of such a nature that the thought may be centered on the solution. Give much drill work in long division; also emphasis should be given to rapid addition, subtraction, and multiplication. If the pupils have trouble with the tables studied in the preceding years, give a review necessary to enable them to know instantly any of the multiple combinations that they shall find in their work. Facility in reading and writing numbers should be acquired here.

Teach neatness in form. See to it that the pupils make accurate figures and that they place them in proper alignments.

Review terms such as *addition, sum, remainder.* Insist on pupils familiarizing themselves with these terms by constant use. It is not too much to expect the children to know thoroughly all the terms and signs employed in solving problems involving the four fundamental operations.

The essentially new feature of this term is development of the idea of fractions. The work of establishing fractional concepts clearly in the pupils' minds and applying these fundamental operations to fractional numbers is to be begun. Do much of the work orally before beginning the written exercises.

The work in common fractions should be confined to fractions that are needed in ordinary business.

Daily oral drill should be given, bearing on the lesson for the day.

Text: Essentials of Arithmetic, Primary Book, pages 147-222.

Mental Arithmetic, Everyday Arithmetic, Gifford.

FIFTH GRADE

Essentials

1. Common fractions.
2. Denominate numbers.
3. Simple everyday problems.
4. Drill in fundamentals.

Suggestions

Do not tire of repetition of the work of the preceding years. The number combinations should be reviewed with longer and more difficult problems. Yet do not overdo this kind of work, but drill in figure handling in the fundamental process applied to integers and also to fractions. Teach the pupils how to check results in addition, multiplication, subtraction, and division.

The essential feature of the work of this term is a continuation of the work in fractions and in mixed numbers. Some objective work will assist in the treatment of fractions, but it should be dispensed with as soon as possible. Do not require pupils to give elaborate explanations.

Teach first the manipulation of numbers, striving to make pupils thorough in the four operations in the field of common fractions. In solving problems, involving these mechanical processes, teach the pupils to form a mental analysis before trying to handle the figures in the solution.

After reviewing the fundamental operations with integers, a better conception of the meaning of common fractions and of decimals should be striven for. The study of factors and multiples should receive a share of the time, and the denominate tables should be developed concretely and memorized. The teacher should make an effort, not only to review the topics slightly touched upon in the lower book, but to gain power in the process of arithmetic.

Continue Mental Arithmetic as in the Fourth Grade.

Text: Essentials of Arithmetic, Primary Book, page 223 to end.

Essentials of Arithmetic, Grammar School Book, page 1 to page 104.

Sixth Grade

Essentials

1. Denominate numbers.
2. Decimal fractions.
3. Percentage—bills and receipts, discount, profit and loss, commission.
4. Simple interest.
5. Drill in common and decimal fractions and the four fundamentals.
6. Simple everyday problems.

Suggestions

If real progress is being made in arithmetic, it ought to show in the last years of the course in arithmetic. The pupils by the close of the third year have been led by objective or concrete methods to understand something of the fundamental processes of arithmetic and have acquired the habit of forming combinations of numbers automatically to include all combinations that can be formed with single figures. On this knowledge as a basis, the processes with integers have been extended to common fractions and to decimal fractions. Now the pupils should be able to apply with facility, in these new fields, the fundamental operations.

So the task for the teacher of the sixth grade is to train in speed and accuracy. Of course, drills in review of the principal features of the work of the preceding years will be necessary. However, the prime aim of the teacher should be to train for accuracy and speed. Teach the pupils to estimate the result of the problems before they attempt the mechanical solution. After solving the problem, they should check the result with their mental estimate. Many a practical farmer or busi-

ness man can estimate the result of a problem with a surpising degree of accuracy. The amateur at figures arrives at ridiculous conclusions without the slightest surprise because he has not formed the habit of making reasonable estimates of results. This kind of practice will do much towards making arithmetic rational and will do much towards attaining accuracy in the work of this grade.

In this term's work, a new view of denominate numbers should be taken on the basis of what has been given the pupils in the preceding years.

Deal with percentage and interest in a practical manner. Enliven the subject by securing business forms and problems that have actually arisen in business transactions. Make the work vital by bringing the work of the clasas-room into touch with the experience of the pupils. Have pupils make problems connected practically with their own lives and with the business of their fathers. Mental arithmetic to be given each month should have direct bearing on the topics taught that month.

Text: Essentials of Arithmetic, Grammar School Book, page 105 to page 258.

MENTAL ARITHMETIC

Everyday Arithmetic, Gifford.

In using the text the teacher should make such omissions as common sense and her knowledge of the mental powers of the class may dictate.

SEVENTH GRADE

Essentials

1. Short methods for work previously taught.
2. Percentage—review. Make automatic a knowledge of the important per cents on page 328.
3. Application of percentage:
   (a) Discount.
   (b) Banks and banking—promissory notes, loans, bank discount, drafts, exchange.
4. Civic and business relations—taxes, tariffs, insurance, investments, corporations, stocks and bonds, square root, mensuration.

Suggestions

The course of study for the seventh grade includes a review of the four fundamental processes, involving integers, common and decimal fractions; percentage and interest; ratio and proportion; square root.

Numerous omissions are being recommended in the subject matter of arithmetic. Some of these omissions are: Greatest common divisor and least common multiple of large numbers; fractions with large denominators; compound and complex fractions; Troy weight; apothecary's weight, and fluid measure, surveyor's measure, etc.; cube root; partial payments in the form of state rule; compound proportion; compound interest, and annual interest.

It is desirable that some instruction in the use of the graph should

be given pupils of the seventh grade. Newspapers and magazines make frequent use of this device to show the relations between magnitudes. The topic may be introduced by showing the pupils how to represent the daily attendance. Topics of general interest that are easily graphed are: The growth of the population of the city or county in which the pupils live, record of attendance, government reports, etc.

The introduction of the algebraic equation will be found of great help in simplifying the work of this grade, and the teacher should encourage the pupils to use the equation wherever practicable. Problems of percentage, interest and mensuration lend themselves readily to solutions by means of the algebraic equation.

There is a tendency to supplement the work in mensuration with some elementary geometry. The purpose is to acquaint pupils with the use of the straight edge, compass, triangle and protractor, and to develop the powers of observation and intuition as applied to geometrical forms. The pupils should be taught the meaning of such terms as perpendicular, right angle, parallel, bisector, etc. They should be required to construct: A line perpendicular to another line, an angle equal to a given angle, right triangles, equilateral triangles, etc.

In beginning the seventh grade arithmetic, test the pupils in common and decimal fractions. If pupils do not understand these processes, make a careful review of these topics. If they understand but are slow, or inaccurate, spend a week or two in strenuous drill.

Study the different cases of adding fractions; of subtracting, multiplying, and dividing fractions. Insist upon accuracy and thoroughness at all times. Make a knowledge of percentage thorough; then interest will be easy. Base problems in interest on practical, everyday business affairs. The pupils may be permitted to work for the answer. It is important to get the correct result, but correct reasoning based on correct hypothesis is also important. To "get the answer" by an incorrect course of reasoning is valueless. Correct reasoning to correct results is the "answer"' desired. To discriminate between correct and incorrect statements and ratios, to handle the familiar facts with rapidity and accuracy are desirable mental achievements that come from correct teaching of arithmetic. The teacher of arithmetic should always strive to use terms and statements with the greatest accuracy. The written work on blackboard or paper should conform to the laws of the language, and should be so stated and arranged that the work can be followed easily by one who examines it. Correctness should become habitual.

Follow the text, but supply original problems and problems from other text-books. A common fault is a failure to require enough practice work. To direct the class in thinking the problems through is but half the task; to have them work out in detail a great many similar problems is the other half. This last part in indispensable. Otherwise it will be found that much of the instruction given by the teacher has been without result.

Let the pupils know that school work has become at last a serious business. Plenty of good hard study, pleasantly but invariably required, is a great moral force, in the school room and out of it.

Percentage and interest should receive their final review so that the

pupils may solve any ordinary practical problem. Bank discount, and foreign exchange should be made clear to the class by examining the business forms used by the banks. The pupils should be taught the underlying principles of the metric system and should be shown the simplicity of it. A sufficient number of problems illustrating the use of the tables should be given to impart an understanding of the system. The work in mensuration should be applied to practical and real problems. The actual measurements should all be made by the members of the class. Teach square root by using the algebraic formulas.

By the time the pupil has reached this grade, it is hoped that the fundamental operations have been so thoroughly mastered that his mind is practically free to devote itself to the solutions of problems rather than to the performance of the operation. The solution of a problem involves knowing what to do, and the doing of it should be a minor factor. Give a great deal of drill in interpreting problems.

Adopt a form, providing in one place for the analysis of the problem and in another place the computation. In the first part, place emphasis upon the accuracy of the thought processes; and in the other, upon accuracy of computation. Solve many problems of moderate difficulty to the neglect of a few extremely hard ones. Instead of requiring pupils to solve problems according to a set form, encourage his originality and individuality by permitting flexibility in the analysis of problems. The number of distinct principles in arithmetic is small. Instead of teaching many rules and definitions, spend the time in leading the pupils to grasp the underlying principles of the subject.

Introduce the pupils to some of the modern methods of transacting business, and exhibit for the benefit of the class bank forms, such as deposit slips, checks, drafts, and notes. Direct attention to savings banks, trust companies, and postal savings system.

Practice in mental arithmetic should be given daily.

Text: Essentials of Arithmetic, Grammar School Book, page 259 to Supplement.

Everyday Arithmetic, Gifford.

LANGUAGE

"Language is not speech alone, it is the communication of ideas."—*Gesell.*

There are many types of successful language lessons, for which games, stories, home life, nature study, and daily happenings furnish suggestive themes.

Choose attractive subjects that will arouse interest, promote discussion, and awaken thought and feeling.

Gesell in his "Normal Child and Primary Education" gives many very helpful suggestions in the chapters on Language, pages 172 to 180, inclusive.

No other exercise is so helpful in training a pupil to stand up and talk as the reproduction of stories. However, the pupil should be carefully guided in this and taught to tell the story in a creditable manner.

Too often the teacher merely listens to a story retold without teaching the pupil how to tell it. Another advantage from such an exercise, if the stories are well chosen and well told by the teacher, is an

increased culture for the child through filling his mind with beautiful thoughts and enlarging his vocabulary. If the pupil in retelling uses some expressions of the author or teacher, naturally he shows an enrichment of his thought life and his vocabulary.

The work in language should be one with all the rest of the pupil's school work. The main task of the first two grades on the formal side of language is to develop and fix the sentence sense, and very early in the school life the pupils should be led to frame their answers and statements in complete sentences. In the third grade the elementary idea of the paragraph is to be introduced. After illustration from the reader, the teacher by skillful direction will be able to lead the pupil to arrange his fund of facts on some definite topic in logical order. This of course must be done almost wholly in oral work. In fact, until a pupil learns to paragraph in his oral composition, he will never be able to produce a well arranged written composition.

Pupils should memorize something each week. The many memory gems and short poems of Stevenson, Field, the Cary sisters, Longfellow, James Whitcomb Riley and others at the command of the teacher furnish plentiful material.

The Art Literature Readers offer a rich collection of pictures with an interesting appeal to children. They also furnish excellent means of teaching the use of capitalization and punctuation.

Character building should form an important part of school work, and we have no better medium to impart such training than the well selected story.

Bible stories are invaluable in teaching ethical truths to children.

But probably more potent than outlines and pictures and stories and corrections is the language that the teacher speaks from day to day, in and out of recitations, in the room and on the playground.

Finally, keep in mind that the use of correct forms is a habit. It is of very little use to correct errors in the language class, if errors made in other classes be not challenged. Therefore the pupil's language work should be correlated with all the rest of his school work. Every school exercise should, in some degree, be a lesson in language.

The language work should be under the direction of the teacher during the entire year. A copy of some suitable outline primary language should be in the hands of the teacher.

First Grade

First, Second, and Third Months

Oral Language

Encourage children to talk freely about things that interest them. At first it may be necessary to ask questions about the topics. Always have answers given in complete statements, except where this would check interest or cause mechanical replies. Always have questions so related that the answers taken together form a united paragraph.

Teach Mother Goose rhymes and appropriate poems. Read stories to the children and let them reproduce the tales. Dramatize familiar stories. Study pictures and let the children tell the stories that they represent.

Drill on correct forms of speech commonly misused by having children give sentences using correct forms. Games as given in many books on language are an excellent means to this end.

Games may also be made a means of training in good manners.

Fourth, Fifth, and Sixth Months

WRITTEN LANGUAGE

Have the children write simple sentences expressing their own thought. These sentences must be very simple at first because the child's written vocabulary is small. Such sentences as, "I have a dog"; "I see my dog"; "My dog can run."

Write questions on the blackboard and have children write the answers. These questions should all be about one topic. Teach the correct capitalization and punctuation as a part of the sentence. Have children write independently several sentences about one topic. Teach them to indent the first sentence—to make a paragraph indention. Have the children write their own questions and answers about one topic.

In all this work teach matters of form:

CAPITALIZATION

The first word of the sentence, proper names, including names of days of the week and months of the year.

PUNCTUATION

The period, at the end of the sentence, and after common abbreviations, and the interrogation point.

Seventh, Eighth, and Ninth Months

Amplify work given for previous months.

Teach pupils to write a short story or fable on the blackboard. Have the class read this silently; then erase, and let the children reproduce it orally.

Continue story telling, dramatic and memory work.

Let children write letters, using a very simple form. See Our Language, First Book, page 80.

SECOND GRADE

The language work of the second grade is a continuation and enlargement of that given in the first grade and should follow the same order of development.

See the course of the first grade, and follow suggestions, in connection with the adopted text, in the hands of the teacher, only.

Text: Our Language, First Book.
First Month: Pages 11-25.
Second Month: Pages 25-39.
Third Month: Pages 39-53.

Fourth Month: Pages 53-67.
Fifth Month: Pages 67-81.
Sixth Month: Pages 81-95.
Seventh, Eighth and Ninth Months: General review of pages 74 and 75, by finding justification of these rules in readers.
Continue story writing and letter writing.

THIRD GRADE

In all texts and in all written work, note the following items in minimum requirements:

CAPITALS

Begin with a capital
1. Every sentence.
2. The name of a person.
3. The name of a place.
4. The name of a month.
5. The name of a day.
6. The first word of a line of poetry.
7. The words *I* and *O*.
8. Words in the title of a book.
9. All initials should be written as capitals.

THE PERIOD

A period should follow
1. Every telling sentence.
2. Every initial.
3. Most abbreviations.

QUESTION MARK

A question mark should be placed
1. At the close of every asking sentence.

THE COMMA

1. Use after the name of the person addressed.
2. In writing dates.
3. Preceding a quotation.
4. Use in a series.

THE HYPHEN

1. At the end of a line to show the division of a word.
2. In compound words.

Continue letter writing and reproduction of stories.
Text: Smith's Our Language.
First Month: Pages 95-106.
The paragraph.
Possessive forms.
In readers, watch for all such forms.

Second Month: Pages 107-115.
Continue drill on correct punctuation of the name of the person addressed and of quotations.

Third Month: Pages 119-134 to Section 105.
Contractions, poems, the exclamation.

Fourth Month: Pages 134, Sections 105-144.
Grammatical forms.

Fifth Month: Pages 145 to Section 125, page 158.
Grammatical drills and proverbs.

Sixth Month: Page 158, Sections 125-170.
Picture study, poems, and letters.

Seventh Month: Pages 171-185.
Descriptions and discriminating study of poems.

Eighth Month: Pages 198(a)-199.
Additional sources of language lessons.

Ninth Month:
Read and discuss selections from readers, drilling on matters specified as minimum requirements.

A child in the third grade can be taught certain mechanical facts of writing, and can acquire the habit of putting his writing in correct form, without conscious effort. Time should not be wasted in the effort to teach grammar to pupils in this grade. The aim of the work should be thought development and mechanical correctness through force of habit. Guard against permitting pupils to form habits of incorrect form.

ENGLISH

Fourth, Fifth, and Sixth Grades

Composition has a place in the elementary school that children may be taught to express themselves in both oral and written language easily and clearly. And it is to be remembered that they learn to talk and write just as they learn to read—by practice, and by *practice* only.

The study of formal grammar is of little value in the elementary grades. Although the truth of this statement has been generally recognized, in few school systems has this belief been carried out in practice. For frequently the teacher thinks of composition only as written composition, and since she cannot correct great numbers of papers with benefit to the pupil and without undue labor on her part, she turns to formal grammar to fill up the time between the relatively infrequent compositions.

The text used in the fifth, sixth, and seventh grades touches a number of topics in grammar. Frequently the exercises are too difficult for pupils in these grades. When this is the case, the teacher should omit them and supply easier sentences. While the exercises in the text should be supplemented greatly, it is not expected that the teacher will lead the class any further into the subject than is indicated in the texts.

There are several reasons for giving to elementary pupils a minimum amount of grammar. One is that the pupil may become some-

what acquainted with grammatical ideas and nomenclature before taking up a deeper study in the high school. Another is the aid derived in composition work of a knowledge of correct forms. A third is its aid in developing the reasoning power. Lastly, the study of the sentence aids in developing what might be called the sentence sense—the child's ability to distinguish a sentence from a phrase or clause, and to construct its parts properly from the standpoint of completeness and unity.

In these grades the pupil can and should receive thorough drill on the following:

Analysis of simple sentences containing

(1) Adjectives and adverbial modifiers.
(2) Subject (or attribute) complement.
(3) Direct object.
(4) Direct and indirect object.
(5) Object of a preposition.
(6) Direct object and object (objective) complements.
(7) Adverbial phrase.
(8) Adjective phrase.

Analysis of more difficult sentences should not be attempted, because such work is beyond the child's reasoning power.

He can also be taught the mechanical facts of grammar—those which can be memorized, such as formation of the plural and of the possessive case, comparison of adjectives and adverbs, principal parts of verbs in common use, correct forms of verbs with certain kinds of subjects, declension of pronouns. Correct forms can be fixed in the memory by repetition, even before the child understands the reason for their correctness. The reasons should be added as he develops power to understand them.

Teach thoroughly whatever you attempt to teach. Use numerous exercises to impress each fact taught, and do not attempt to teach many facts at once. The teacher should be ever watchful to require correct grammatical forms in the child's oral work, and also in his written composition.

The pupil should be made to feel that his training in language is closely connected with everything he does, and that fluency and clearness of expression will make for proficiency in any of his activities. Not only should his other studies be drawn upon by the teacher in assigning subject matter, but his written work in other classes should sometimes be used as a composition exercise, corrected and graded as English work. Moreover, each teacher should feel a responsibility for the pupil's English and should demand of him in every branch of study written work, correct in form, and the best oral expression of which he is capable. Those subjects which allow of topical recitations offer a fine opportunity in training to talk, and even arithmetic demands clear and definite phrasing.

The work in reading, geography, history, civics and current events should be closely correlated with his work in language. The thoughts and feeling of a child are stirred by the use of subject matter which he understands. The greatest factor in his language development is to make it a part of his life. It is earnestly suggested that the teacher of English use all these valuable associations.

ACTIVITIES OF THE ENGLISH PERIOD

Activities suitable for such a period are:

1. Oral drills.
2. Dictation exercises.
3. Informal conversation in which the pupils are led to discover relations which do not lie on the surface, or are put in possession of new words and expressions.
4. Reports or discussions, when pupils present to the class some matter of observation or opinion.
5. Oral stories told by the teacher and retold by the pupils.
6. Learning poetry by heart, discussion, illustration, repetition of lines, dictation. Such an assimilative method of memorizing is more than learning it stanza by stanza.
7. Writing compositions.
8. Correcting and criticizing written work.

DRILLS

The common errors of speech are never reached by written compositions. The frequent oral drill, in which the pupil repeats the correct form in natural sensible sentences is the only way to eliminate these. The ear must become so accustomed to the correct form that it at once detects the incorrect. Three to five minutes daily is not too much to be given to this work as needed. Written drills must be given to correct particular errors. Such errors taken up one at a time can be corrected more effectively by sentence work than by long compositions. Dictation exercises are to be given to fix habits of punctuation, capitalization, and spelling. Complete paragraphs are better for such work as this than detached sentences. Most of the errors for which the schools are blamed can be corrected by such drills, and plenty of time should be given to them.

ORAL COMPOSITION

Oral language deserves more attention than written language, and frequent exercises in oral composition will well repay both teacher and pupil. To be able to say several sentences on a definite topic is an accomplishment well worth striving for. Courage, independence, and increased power of expression are the gains that are sure to come to the pupil who frequently practices such connected speaking. Oral composition presents an excellent opportuity to teach organization, and in fact the written work will be all the better if developed orally by the pupil beforehand.

LETTER WRITING

This is the only work of composition that many people will ever engage in, and the ability to write a good letter will be of more practical benefit to the great majority than ability in any other form of composition. Also, it is the easiest means which may be used by the teacher to motivate composition work. It should be emphasized in every grade, and letters of all kinds within the comprehension of the pupil should be written. The teacher should seek to arouse a good let-

ter ideal in form, expression, and arrangement, which will prevent careless work in the years to come. Contests in letter writing stimulate interest.

A short blackboard composition written by the pupils, and corrected in class by both teacher and pupils is a very helpful exercise. Such compositions should be used frequently in the fourth and fifth grades.

Sometimes it is helpful to cut from pupils' compositions sentences to be passed about the class and placed upon the blackboard for criticism.

FOURTH GRADE

Language work should be largely oral, and all written work should be first developed orally.

Minimum Essentials

CAPITALIZATION

1. First word of a sentence, first word of a quotation, *I* and *O*, proper names from the geography, and names relating to the child's own town, home, family, and friends.

PUNCTUATION

1. Teach the period after the statement and the command, the question mark after the question, the exclamation point after the exclamation.
2. Teach the comma after words of address, after words *yes* and *no;* teach the use of the comma in a series, and its use to set off quotations.
3. Teach the use of the apostrophe to denote possession, and to show omission in the common contractions.

PARAGRAPHING

1. Teach the paragraph indention; namely, teach the child to place the first word of each paragraph to the right of the beginning of the other lines, leaving an indention of about one inch.
2. Teach the principle of unity—that all sentences of a paragraph must relate to the same subject.

LETTER WRITING

1. Teach correct form of heading, address, salutation, and conclusion. Let the child form the habit of arranging letters in paragraphs, with the proper paragraph indentions. Frequent blackboard exercises are necessary.

GRAMMAR

Teach subject, predicate, adjective modifier, and adverbial modifier. Give drill with easy sentences. Teach declarative (or assertive), interrogative, imperative, and exclamatory sentences. Teach noun, pronoun, verb, adjective, and adverb. If the child is drilled thoroughly on sen-

tences containing these simple elements, so that he knows them practically, a good foundation is laid. Begin simple analysis by having the child follow this outline:

1. Kind of sentence.
2. Complete subject.
3. Complete predicate.
4. Subject noun or pronoun.
5. Predicate verb.
6. Modifiers of the subject noun.
7. Modifiers of the predicate verb.

Supply very simple sentences for practice. Avoid the use of diagrams. Oral analysis and blackboard analysis give better practice in English, and are less likely to result in purely mechanical work.

Require of the child constructive work—that is, have him compose numerous sentences containing the kinds of grammatical elements which he studies.

Use from the text-book the exercises relating to correct usage.

Teach the simple rules for forming the plural, and the comparison of the most common adjectives which the child uses.

FIFTH GRADE

Review all work outlined for the fourth grade in this course, making sure that the children are thorough.

CAPITALIZATION

Add use for titles, names of the Deity, common nouns when associated with proper names so as to form a proper name.

PUNCTUATION

Add the use of the comma in separating phrases of a series, in setting off pairs of words, and in separating clauses of a compound sentence.

PARAGRAPHING

Drill on form—use of indention, and on the principle of unity. Teach the child to make a short outline of several topics, and to arrange in a separate paragraph all that is written on each topic.

COMPOSITION

In this grade short debates can be begun on topics suggested by lessons in reading, geography, or patriotic work. The class can be divided into groups of four, two to debate each side of a question. At the close of each debate, the class can take a vote as to the winners, or judges can be appointed from the class.

Much drill in letter writing can be given. Pupils will enjoy writing letters from imaginary children in other countries, and also letters to imaginary or real children in other states and other countries. Teach a simple business letter in which the child gives an order for some commodity, or subscribes for a periodical.

GRAMMAR

After reviewing thoroughly all work of the fourth grade, add the following

1. Compound subject.
2. Compound predicate.
3. Compound sentence.
4. Preposition, conjunction, interjection.
5. Direct object.
6. Subject (attribute) complement.

Teach the child to analyze sentences containing these elements and to compose sentences containing these elements. Drill on the difference between the object and the subject complement, and see that the child understands it clearly.

Teach lessons on correct usage in the text.

Drill on the difference in use between the past tense and the past participle of a verb. See that the child understands clearly that the past tense is used alone, while the past participle must be used with some other verb, as a form of *be* or *have*. Arrange exercises giving practice in the use of the most common irregular verbs.

Take additional rules for the plural, and study comparison of adjectives and adverbs, adding words not formerly used.

The work outlined here comprises the minimum essentials. The teacher should add such other simple details as will make the pupils more thorough or add interest to the course.

Sixth Grade

Review all work given in the course for the fourth and fifth grades.

In capitalization and punctuation, add all uses for which a need is found in the pupil's work. Teach the use of the semicolon in separating clauses of a compound sentence when no conjunction connects the clauses, and the use of the colon to precede a formal summary, or to follow words of formal address in a letter.

The pupil should learn to make his own simple outlines for compositions and to follow them in writing. Frequent exercises in letter writing and in debates can be made interesting, if correlated with the work in other subjects. Begin in this grade to train the child to take notes intelligently of what he does or what he studies. Exercises in keeping a diary may be made entertaining.

Practice in writing business letters of various practical kinds should be given. Teach the pupil to avoid hackneyed phrases. Dictation exercises are useful for practice in capitalization, punctuation, and paragraphing. Teach the children to write brief dialogues with explanatory words, giving drill on paragraphing dialogues and the use of quotation marks. Practice in writing short plays will be found interesting. Continue the work in short oral and written debates.

GRAMMAR

After reviewing all the work of the fourth and fifth grades, add the following:

1. Complete (logical) subject (teach either term).
2. Complete (logical) predicate.
3. Simple (grammatical) subject.
4. Simple (grammatical) predicate.
5. Expletive.
6. Subject (attribute) complement.
7. Direct and indirect object.
8. Direct object and object (objective) complement.
9. Object of a preposition.
10. Adjective phrase.
11. Adverbial phrase.
12. Review all the parts of speech.

Omit more difficult constructions. If the child learns these thoroughly he is obtaining a good foundation. Use blackboard exercises, and require of the pupil construction of sentences containing all these elements.

Drill on compound subject, compound predicate, and compound sentences. Teach independent clauses, but do not attempt to teach dependent clauses or complex sentences in this grade.

Teach nominative, possessive, and objective case, with the use of each included in the constructions above. Take exercises in the text that relate to correct usage.

Drill on the difference in use between an adjective and an adverb, and the rule in regard to double negatives.

Teach transitive, intransitive, and copulative verbs, active and passive voice. Drill with practical easy exercises.

SEVENTH GRADE

Review the work of the fourth, fifth, and sixth grades.

In capitalization and punctuation, teach all new uses for which a need is found in the pupil's work.

Composition work should include narration, description, and argument, based on the pupil's work in other branches and on his own experiences and environment. Assign specific and not general topics.

Organize the class into debating units of four each and have frequent debates. Require description of familiar objects, with the purpose of recognition by the class of the objects described. The study of civics and of public affairs may be made interesting by forming city councils, legislatures, and moot courts, in which pupils learn to carry on such activities. Clubs for debate, oratory, and this kind of work will aid in giving interest to school recitations. A large proportion of the time can be profitably devoted to oral composition, but regular work in writing should not be neglected. Pupils should receive regular drill on correctness of form, and careless work should not be tolerated.

After reviewing the work of the fourth, fifth, and sixth grades, the following may be added:

1. Common, proper, verbal, collective, and abstract nouns.
2. Personal, interrogative, relative, demonstrative, and indefinite pronouns.

3. Transitive, intransitive, copulative verbs; active and passive voice; regular and irregular verbs; defective and redundant verbs.
4. Descriptive and limiting adjectives.
5. Adverbs of time, place, manner, and degree, and modal adverbs.
6. Co-ordinating and subordinating conjunctions.
7. Teach complex sentences with noun, adjective, or adverbial clause. Teach use of noun clause as subject, object, or subject complement of a verb and as object of a preposition. Drill on analysis of simple and compound sentences.
8. Review rules for plurals and add all not previously taken.
9. Review rules for the possessive case, adding all not previously taken.
10. Review comparison of adjectives and adverbs, adding words not previously taken.
11. Study cases of nouns and pronouns as applied to uses already learned. Add the independent uses—independent by address, and the absolute use with a participle. Teach the declension of nouns and pronouns.
12. Take the simplest uses of the participle and the infinitive, drilling on the idea that the infinitive has the use of a noun, and the participle the use of an adjective.
13. Teach indicative and imperative mode, present, past, future, present perfect, past perfect, and future perfect tense. Teach the correct formation of the phrasal tenses.
14. Teach number and person of nouns, pronouns, and verbs. Include exercises on correct use of person and number forms of verbs.

Add such other exercises as time may permit and as may suit the development of the class.

The following outline may be used in analyzing sentences selected from the readers or other text-books, or supplied by the teacher. No very long or involved sentences should be used.

General Outline for Sentence Analysis

I. The Simple Sentence.
   1. Kind of sentence.
   2. Logical subject and logical predicate.
   3. Analysis of the subject.
      a. Simple subject (subject noun or pronoun).
      b. Modifiers of the subject noun or pronoun.
      c. Analysis of compound or complex modifiers in the subject.
   4. Analysis of the predicate.
      a. Simple predicate (predicate verb) and its objects or complements.
      b. Modifiers of the verb.
      c. Modifiers of each object or complement.
      d. Analysis of compound or complex modifiers in the predicate.

II. The Compound Sentence.
   1. Give the kind of sentence, mention the independent clauses of which it is composed, and state how they are connected.

2. Analyze each independent clause as if it were a simple sentence.

III. The Complex Sentence.

1. Give the kind of sentence, and state of what independent clauses and what dependent clauses it is made up.
2. Proceed as in the analysis of the simple sentence, disposing of the dependent clauses as noun, adjective, or adverbial elements, taking each as a whole.
3. Take up each dependent clause, tell its use and state what kind of dependent clause it is, and how it is connected with the independent clause; then analyze it as if it were a simple sentence.

NATURE STUDY, GEOGRAPHY, AND AGRICULTURE

Since nature study, geography, and agriculture are so closely related in the materials with which they deal, they are herein outlined so as to form a continuous course beginning with the first grade and extending through all the grades in the elementary school. Upon such a foundation as this, the science course of the high school may be safely built.

FIRST GRADE

NATURE STUDY

The natural phenomena of the vicinity are the best basis for nature study. The teacher should lead the pupils to see the things about them, and it becomes the teacher's task to unfold the beauties of the physical, natural, and animal world to her pupils. Nature study is geology, botany, and zoology made simple, and couched in terms that the child can understand.

The direction that the study will naturally take will be to follow the seasons. The work should be correlated with music, language, number work, and drawing. Sing about, write about, talk about, measure, and draw the objects of study.

Give lessons in directions. Teach the cardinal points of the compass. Have the pupils to point out the directions from which cold and warm winds and the rain clouds come. Make maps of the school-room and the school-yard, and use a sandboard for building up some of the elementary geographical concepts.

Make excursions to the hills and valleys and streams, always looking for something in particular and for any new thing in general. Always have a definite plan for each excursion, and an aim to be achieved.

In studying water, view streams of the neighborhood, and discuss them as types of the water courses of the country. Consider the uses of rain, effect on farms, roads, streams, rocks, alluvial deposits; the number of inches of rainfall in the community, and how to determine the number. Enumerate the uses of water.

In studying the sky, call attention to the beauty of the sky and the clouds. Watch for beautiful sunsets. Make a weather chart which will show the bright and sunny days and also the cloudy and rainy days. Make marks on the weather maps to indicate the stormy days.

Make windmills and weather vanes, and show their use. Tell what winds are and what they do for us. Discuss the velocity of the wind.

Carefully make a list of all the birds that stay all the year in the vicinity. Make a list of those that stay a part of the year only. Have the pupils to report the month in which each kind leaves, and the month each returns. Record these days on a calendar or chart made for the purpose. Describe the bird that stays all the year; that is, tell how he looks, what he eats, where he builds his nest, and what are his habits. Name his enemies. Is he useful to us or harmful? How?

Make a list of animals familiar to the different members of the class. Study the horse, cat, cow, and other useful domestic animals during the term. Why is the cat a dangerous pet for a child?

What is an insect? Study the moth. Examine larvae and watch for pupae. Notice the change of the butterfly. Gather insect eggs and place them where the pupils can see the growth through the different stages.

In the fall study plant lice, and talk of the damage they do to garden and farm plants. Study the caterpillar, the weevil, and the lady bug. Make a list of familiar trees. Teach the pupils to classify trees as deciduous and evergreen. Have pupils to name as many of each kind as they can, and add to the lists from time to time. Make a special study of the most useful trees. Have the pupils to name the uses of trees. Teach them to appreciate trees, and how to care for them. Observe Arbor Day with appropriate exercises. Every school ought to have a garden wherein flowers and other plants can be cultivated, studied, and enjoyed by the pupils. Nothing will arouse more interest among the children or be more productive of lasting good to the school than a well conducted school garden.

In the fall, study the cotton plant. In the winter, study greenhouse flowers, if a greenhouse is accessible. If practicable, have a greenhouse in the school garden. In the spring and summer, study the common wild flowers so abundant in Texas. Make a flower calendar. Encourage pupils to bring flowers from homes and fields. Use flower and seed catalogues.

Fall Work

Study conditions peculiar to autumn: shorter days, falling leaves, cooler weather, and preparations of man and animals for winter.

Teach the points of the compass. Study fall flowers and gardens, the goldenrod and zenias.

Tell the facts of the first Thanksgiving of the early settlers and draw comparisons between conditions then and now.

Give the habits and characteristics of the domestic animals.

Plant some bulbs about the last of October.

Study the life of the Indian child.

Winter Work

Study the evergreen trees, the winter flowers and the birds that remain with us.

Teach some facts about the sun and the moon.

Discuss heating and lighting our homes; the dangers of being careless about fire.

Study the life of the Eskimo child.

All this work should be correlated with Language and Drawing. Much work can be given in connection with preparations for Christmas.

Spring Work

Do as much work out of doors as possible. Find the wild flowers; note what birds return first.

Call attention to the budding trees, the fruit trees in blossom; discuss the care and protection of trees and teach their many uses.

SECOND GRADE

NATURE STUDY

The pupil is to spend the first and second years of school in a study of what might be termed home geography. In the third year, his horizon is broadened to include a study of the larger world about him.

Nature study as outlined in the preceding grade should be continued. By means of the sandtables make concrete to the pupils ideas of slopes, hills, plains, mountains, valleys as seen in their locality. Employ pictures, excursions, geographical readers, books of travel to add vividness and to give concreteness to the study.

In the fall, study changes in the landscapes, the variegated colors of the foliage of trees, and the everchanging hues of plants and flowers.

What flowers bloom in this section of the state in the fall? What crops are harvested? What vegetables are grown?

Study the migration of birds.

What insects are most numerous in the fall? Give several lessons on the grasshopper. What has become of many of the insects seen in the spring?

Discuss the dog, his fidelity to man, and his love for his master, his unselfish devotion, courage, strength, endurance, intelligence, docility, ability and willingness to learn. Study the dog's work in the hunt, his keen scent, his speed and endurance. Make a special study of the shepherd dog.

In the winter, make a study of clouds, vapor, dew, ice, frost, man's adaptation to nature in the various climates.

Study plants of the greenhouse, winter crops, wheat, and oats.

Make a special study of insectivorous animals, the frog as a type. Have the pupils feed flies, bugs, and other insects to the toad. Where do we find toad's eggs? At what season are they laid? Should the toad be killed or driven out of the garden?

Discuss the condition of the trees in winter, the condition of the soil, winter plowing, and the effect of frost on the soil.

In the spring, discuss the preparations of the soil for gardening and for farming, the germination of seed, plowing and tilling crops.

Study the spring wild flowers, as the violet, the bluebonnet, and the daisy. Which of these is the state flower?

Study harmful insects, as cutworms, canker worms, and peach tree worms; then the beneficial worms, as bees, hornets, etc.

Study the mosquito; find the eggs on stagnant water; place them in a vessel of water in the class-room so that pupils may see the changes. Notice the larva and pupa stages and then the full-grown mosquito. Discuss the mosquito's relation to diseases, especially malaria and yellow fever. Discuss ways of exterminating mosquitoes.

Notice the budding of the trees in the spring. Which trees are first to put on new foliage? On what trees do blossoms appear before the leaves?

A good text on nature study for the grades may be profitably used in the hands of the teacher.

Third Grade

geography

Geography is the driest subject or the most interesting subject in school, as the teacher chooses to make it. If it be taught as mere memorizing of uninteresting facts, it is the driest possible subject; and taught thus, it is one that is almost useless. But if the subject be vitalized by studying the earth as the home of man, and the principle be adhered to intelligently, it is interesting.

Children may become interested in the people of a country by the study of the way those people live. This interest should be developed through the study of human affairs in immediate touch with the life and observation of the pupils. For instance, all Texas children should know what plants grow on Texas farms, and how each one is planted, cultivated, and prepared for market or for use. Take the cotton plant as an example. The children should know where it grows, the kind of soil necessary to produce it. They should visit a cotton gin wherever possible, and see the process of separating the lint from the seed. They should visit a cotton factory and see how the cotton is made into thread, and how the threads are woven into cloth.

Corn, wheat, oats, and rice should have a similar appropriate treatment.

In the wool-growing sections, the production of wool should have special attention.

Where possible, the children should visit a sawmill and planing mill and factory and see how the trees are manufactured into planks, boxes, vehicles, machines, etc.

The raising of cattle, sheep, hogs, and horses are important industries in Texas. Where and how these animals are raised and how they are prepared for the markets, and what constitutes their chief value are topics of interest. Knowledge at first hand of all these topics will have a wonderfully awakening effect on the minds of the children. A fund of this information stored away in their minds will furnish a basis for the study of the conditions of places and peoples in distant lands.

This kind of work makes it easy to interest the city child in how the country child lives, and the country child in how the city child lives.

An epitome of the commerce of the world can be seen by standing

in a store of the country and watching the wagoner place in the house his load of sugar and coffee brought from the town, and by seeing him take back to town a load of chickens, potatoes, apples, or cotton, which the country merchant has bought from the people who raise such things near his store.

Several interesting lessons can be made by the study of the things that pass through a country store. This leads naturally to a study of transportation. The farmer hauls his products to a country store, a village, or a city. The quality of the road determines the size of the loads. The road to the town leads over bridges, etc. From the study of wagon transportation, it is a short step to railroad transportation and water transportation. Teachers will doubtless be able to make these suggestions a starting point for much work in geography of the highest value.

Encourage children to have gardens and plant flowers and vegetables; give instruction in soils and care of gardens. Plant corn and beans in window boxes. Study a hen and chickens. Discuss child life in the desert.

The teaching of geography in the third grade should be made as simple and concrete as possible; and since the book is in the hands of the teacher only, pictures, stereopticon views, post-cards, excursions, collections of material, and the sandtable may be used to the greatest advantage in making the work alive.

In this grade the teacher should teach the child, in general, the subject matter found on the first one hundred pages of Tarr and McMurry's World Geography, Book I. Lessons should be carefully prepared by the teacher, and the subject presented to the child in story form, by means of questions, and by descriptions. Wherever possible, connection should be made with the child's own home environment and with his own experience.

FOURTH GRADE

Tarr and McMurry's World Geography, Book I.

The pupils here handle the book for the first time.

Teach the pupils how to read the book. Go over the assignments with them, making clear any new material that they are to encounter in the preparation of the lesson. To leave them to grasp the whole mass of the materials alone is to invite failure and discouragement.

The pupil's observational work in nature study and in the informal study of geography in the preceding grades has been a preparation for a more intelligent study of geography.

Connect the lesson with his everyday life if possible.

Assign definite lessons of reasonable length, and hold pupils to strict account for their preparation.

Outline maps, even roughly made by the pupils themselves, are invaluable when used with the pupils' daily preparation of the assigned lesson. The class as a whole may work together profitably in making relief maps, on sandtable, or out of flour and salt, and in making product maps, all co-operating in the gathering, preparing and placing of materials.

First Month: North America, through the Southern States, pages 101-131.

Second Month: The Central and Western States, pages 132-158.

Third Month: Dependencies and other countries of North America, pages 158-179, omitting pages 164-172 for later work.

Fourth Month: South America and Europe, to the lesser powers, pages 179-195.

Fifth Month: Complete the study of Europe and take Asia, as far as Japan, pages 195-207.

Sixth Month: Study Asia, Africa, Australia, the East Indies and Islands of the Pacific, pages 207-210.

Seventh Month: Study the Texas Supplement, pages 1-12.

Seventh Month: Texas Supplement. Here the books should be in the hands of the teacher chiefly. The children should use the text as a reference book, as a basis for map drawing, paying particular attention to the natural boundaries, drainage (including principal rivers), and comparative changes in surface from eastern to western borders of the state. Stress the effect of surface upon climate. Maps cut from heavy manila paper or cardboard are excellent in the hands of children as patterns for tracing maps.

Eighth Month: Complete the Texas Supplement, page 12 to end. Continue map work as before, stressing industrial life, products, and location of important cities.

Ninth Month: Review of the United States, pages 164-172.

FIFTH GRADE

Tarr and McMurry's World Geography, Second Book, pages 26-197. Before beginning the work of this grade the teacher should study carefully the preface to this edition of the text.

Minimum Requirement

First Month: Pages 26-70. In adapting the Second Book to fifth year children, the greatest difficulty which confronts the teacher is selecting from a very full text the material to be stressed. The following outline may be found helpful in doing this:

United States as a Whole

1. Location:
   - A. On what continent.
   - B. Adjacent countries.
   - C. Bordering oceans.
   - D. Nearness to the Tropic of Cancer.
   - E. In what zone.
2. Population:
   - A. General location of oldest cities and sections.
   - B. Rapid growth.
   - C. Density in various groups.

3. Industries:
   - A. Kinds (defining each).
   - B. Commerce.
   - C. Manufacturing.
   - D. Agriculture.
   - E. Mining.
   - F. Grazing.
   - G. Lumbering.
   - H. Fishing.
   - I. Typical group for each industry.

New England States

1. Stress:
   - A. Glaciation.
   - B. Sinking of Coast.
     Teach two bays, two islands, and a cape, going to the sandtable, if necessary, for review of definite forms.
   - C. Climate.
   - D. Industries.
     Teach one important city in connection with each industry.
     - a. Lumbering (Bangor).
     - b. Quarrying (Rutland).
     - c. Fishing (Gloucester).
       Familiarize children with names of common salt water and fresh water fish.
     - d. Agriculture. Why does it take form of truck farming and dairying? Nearness to cities like Boston.
     - e. Manufacturing. Stress use of water-power, which in this day is transformed largely into electric powers. Teach city types, such as Lowell and Waltham.
     - f. Commerce (Boston).

Middle Atlantic States

1. Stress the effect of the location of mountains, rivers, and lakes upon the growth of various sections. Require definite knowledge of five rivers, five mountain groups, two lakes.
   - a. Growth of New York.
   - b. Philadelphia, Pennsylvania.
   - c. Washington, D. C.
   - d. Buffalo, N. Y.

2. Teach industries, with at least one important section or city for each industry.
   - a. Agriculture.
     - (1) Fruit growing, dairying in New York state.
     - (2) Tobacco raising in Virginia, stressing Richmond as tobacco center.
   - b. Mining.
     - (1) Salt—New York.
     - (2) Coal—Pennsylvania, stressing Pittsburg.
     - (3) Petroleum, teaching its by-products.

c. Manufacturing. Stress the development of steam power and electricity.
d. Commerce. Stressing canals, railroads, and steamship lines.
e. Fishing—on lakes, bays and oceans, stressing oyster fishing in the Chesapeake.

Second Month: Pages 70-90.

Stress the *variety* of industries in the central states. Bring out the differences between large cities here and those in the east. Again take at least one important city with each industry.

Third Month: Pages 91-119.

Fourth Month: Pages 119-148.

Fifth Month: Pages 148-160.

Sixth Month: Pages 161-181.

Requirements for Longer Schools

Teachers in longer schools should work along lines suggested above. Each month, however, the outlines may be amplified, so that the following division of work for a nine months' school is preferable.

First Month: Pages 26-46.

Second Month: Pages 46-70.

Third Month: Pages 70-91.

Fourth Month: Pages 91-108.

Fifth Month: Pages 108-119.

(Stress outline map work in connection with study of cities and transportation.)

Sixth Month: Pages 119-146.

Seventh Month: Pages 146-161.

Eighth Month: Pages 161-181.

Ninth Month: Pages 181-197.

(Use the world map opposite page 396 as a model for outline maps, requiring pupils to draw the entire map, so as to accustom them to comparing the United States with other countries figuring in the world commerce.)

SIXTH GRADE

Begin with Part II and study General Geography, South America, Europe, and the "Geography of the War" at the end of the text.

First Month: Study to Ocean Movements, page 218.

Second Month: Finish Part II and read pages 1 to 26, Part I.

Third Month: Study South America.

Fourth Month: Study to the Netherlands.

Fifth Month: Study to Russia.

Sixth Month: Study to Italy.

Seventh Month: Finish Part III.

Eighth Month: Study the first twenty-three pages of "Geography of the War."

Ninth Month: Finish the "Geography of the War."

The sixth grade course is arranged for nine months. If the session is six, seven, or eight months in length, time may be gained by studying the subject in the third, fourth, fifth, sixth and seventh months by topical outline, emphasizing only the most important topics. Do not hurry over the work of the first two months.

Suggested questions on pages 198-206.

The teacher must explain fully all work in advance. She should strive to make clear the topics presented and afterwards make the work concrete for the pupil by some such questions as the following to which she should require definite answers:

1. What two motions has the earth? What is the result of each of these motions?
2. In what position is the sun when the day and night are equal all over the world? How often is this?
3. What is the position of the sun on June 21?
4. What is the position of the sun on December 21?
5. How does the width of the zones depend upon the inclination of the earth's axis?
6. What is a degree? Upon what does its size depend?
7. What is longitude?
8. From what line has the world decided to reckon longitude?
9. Over how many degrees of longitude do the sun's rays pass in one day or twenty-four hours? In one hour?
10. What, then, is the difference in sun time for each fifteen degrees?
11. What is latitude?

SEVENTH GRADE

The seventh grade should begin the work with the study of Asia and cover the subject matter as far as 409.

First Month: Study to the Indian Empire, page 362.

Second Month: Study to Australia and Island Groups, page 386.

Third Month: Complete the text, page 410.

Suggestions

Use Carpenter's Asia and Allen's Studies of Asia. Give detailed study of the Holy Land. Familiar Bible stories should be introduced to help fix places with events in Bible History.

Note the rapid advance of Japan on China and study the cause. Study industries and products and show connection with voyage of Columbus and others.

In the study of Africa, give special attention to Egypt and its history. The biographies of Moses, Joseph, Gordon, Stanley, and Livingston should receive special attention.

Review the Philippines (page 158) in connection with the study of island groups.

If the school session is longer than six months, spend a week or more on the "Geography of the War."

Text: Tarr and McMurry, World Geography, Second Book.

AGRICULTURE

Seventh Grade

Agriculture is pre-eminently the subject by which the school work should be linked to the home life of the pupils, thereby making both the home work and that of the school more interesting. The course in agriculture should teach not only better methods of conducting the everyday farm operations, but also the reasons for doing those things on the farm which are common to every farm boy and girl. By giving the students an understanding of the processes of reproduction and growth of plants and animals, an insight into soil fertility and crops, and an appreciation of farm life, the activities of the farm will cease to be commonplace.

In all seventh grade agriculture, fundamental principles should be taught, never, however, in an abstract way, but always by concrete examples drawn from the experiences of the pupils. The teacher must not be satisfied with the mere quizzing of the pupils on the next assignment. She must develop in her pupils habits of careful observation and reflection. In order to stimulate observation and judgment, experiments should be performed by the pupils, demonstrations made by the teacher, and observation trips taken to farms and other places of interest.

Let no one say that she has no apparatus or no room for a school garden. A few tin cans, lamp chimneys, home-made boxes and seed testers, together with such chemicals and other materials as can be bought for a few dollars, will enable one to perform most of the exercises called for in the course. To be sure, a more elaborate equipment is better, and should be secured when possible, but do not wait for an expensive equipment.

The teacher should by all means own and study agricultural bulletins and one or more texts, besides the one studied by the pupils. These will assist in securing fresh problems, new illustrated matter and varied methods of presentation, so that the class work may offer the pupils interesting contributions not found in their text. Among the best books for this purpose are: Fundamentals of Farming and Farm Life, by Kyle and Ellis, published by Chas. Scribner's Sons, New York; Agriculture and Life, by Cromwell, published by Lippincott, Philadelphia. These have, in addition to an exceptionally clear presentation, a full illustration of the subject-matter of each chapter, sets of interesting original farm problems to be worked out by the pupils, and references to valuable free bulletins, and books for further study of each topic. They also contain helpful suggestions for the teacher and others on laying out and managing a school garden, on securing a farm library, and on simple equipment for teaching agriculture in the rural school. With the aid of these books, and free bulletins issued by the United States Department of Agriculture, the State Department of Agriculture, the A. and M. College, the University of Texas, and the State Department of Education, any intelligent teacher, even though lacking experience in farm life or in teaching agriculture, should be able to provide the local problems, and carry out the class exercises which will give this course interest and life and connect the school work directly with the home.

The pupils should be led to see that the first thing to be considered in successful farming is the soil. Each school should be provided, where practicable, with a plot of ground containing not less than one acre suitable for farm and garden plants. The condition of the plot should be studied as to drainage, fertility, composition, past and future crop rotation, and the crops to which the particular soil is best and least suitable. Make the study vital by connecting it directly with the work done in the garden.

Encourage pupils to discuss agricultural subjects with their parents, and get the best farmers in the community to come to the schoolhouse and in an informal way discuss with the teacher and pupils their methods and experiences. Let the teacher have the hour planned, and be ready to submit for his judgment some of the suggestions of the text.

Perform some of the exercises suggested for the laboratory, the more the better. Encourage home experimentations and home work. Have pupils make various collections, such as weed and weed seed, insects, etc. Provide samples of seed and free catalogues for their interest and guidance. If you have a school garden, encourage each pupil to keep an accurate account of the soil preparation, cost of seed, depth planted, time planted, time required for germination, rate of growth, value of labor at so much per hour or day, number of times cultivated, and the value at market price. Strike a balance and see if there is a profit or a loss. If a loss, carefully inquire the cause, and suggest a probable remedy.

Encourage the organization of corn clubs, pig clubs, and canning clubs by coöperating with the county and home demonstration agents. Introduce into your school a system whereby a portion of the school credit in agriculture may be allowed for boys' club work, and a portion of the credit in home economics for girls' club work.

Ferguson's and Lewis' Elementary Principles of Agriculture.

PHYSIOLOGY AND HYGIENE

Suggestions

Simple hygiene should be taught incidentally in the first grade. A formation of habits of cleanliness should be one of the leading aims of the teacher. The teacher should tactfully train the pupils to keep their hands, fingernails, teeth, and bodies clean. She should teach the necessity of clean water, clean food, clean air, clean surroundings, clean thoughts, and clean desks.

In addition to general lessons on cleanliness, attention should be directed to systematic exercises that promote deep breathing, correct posture in sitting and standing. She should encourage free play by the children. A teacher may be as effective in the development of the child while performing her duty on the playground as in the school-room.

Beginning in the first grade, let the teacher take up the study of the parts of the body such as the head, neck, arms, eyes, ears, teeth, tongue, etc. It is not well to burden the pupil with more knowledge than he can apply. Just the simple lessons in home and school sanitation and personal hygiene should be presented during the first two years. The work should be done incidentally, but it should not be neglected. A

recitation period should be allotted to this work on the daily program, and the teacher should tactfully apply her instruction as she directs the work and play of her class.

First to Fourth Grade

Physiology

Use as a guide in the hands of the teacher only, Hartmann and Bibb's First Book of Health in the first, second and third grades.

In the fourth grade take up the First Book of Health as a text. Study the subject systematically and complete the book.

Sixth and Seventh Grades

Suggestions

Make the work practical, paying more attention to hygiene than to anatomy. Illustrate everything possible with specimens. Pay especial attention to such topics as the digestive system, temperance, the evil effects of tobacco, the skin and kidneys, the bones, the muscles, blood in circulation, respiration, the nervous system, disease germs, intoxicants and narcotics, exercise, relief in emergencies, public sanitation.

If possible, the teacher should make use of charts. She may have the students to make drawings in connection with the study of the eye, ear, heart, etc. Let it be the principal aim of the teacher, however, to teach that the essential idea of modern hygiene and physiology is cleanliness. The race has developed an instinctive horror for the unclean. The one great lesson that the boys and girls ought to learn in these studies is that it is their duty to wage eternal war upon uncleanness in every form and thus create an environment in which the body and soul may have a fair chance to thrive and to reach a full rounded development and cultivation.

Special stress should be laid upon hygienic principles relating to preventable diseases. The Health Primer arranged by the State Health Department, Austin, will be found helpful in this work.

Give special attention to building up and maintaining a healthy body. Teach anatomy only so far as is necessary to impress the importance of rules of living in compliance with principles of hygiene.

Text: Hartmann and Bibb's The Human Body and Its Enemies.

In tht six months' school it may be advisable to begin the text in the sixth grade and complete it in the seventh grade. When the term is longer, the text could be completed in the sixth grade.

PHYSICAL EDUCATION

A short time ago we conscripted ten million men, an army larger than any single nation called out in the great world war. About half of these men, because of obligations at home, were exempt from military duty. Of the remaining five million about fifty per cent were physically unfit for service. Thus instead of an army of ten million our country was able to raise from the first draft between 2,500,000 and 3,000,000 men for military service.

ELEMENTARY SCHOOL

There is nothing more important than that the school set aside regular periods when the mind can be rested and the body strengthened by some kind of wholesome, pleasing, physical exercise.

Every teacher should interest herself in some kind of outside activities for her children, and should seek to foster in her pupils a wholesome interest in such activities as will make for mental relaxation and physical development. The ability and inclination to do this should constitute one of the qualifications of the elementary teacher along with her qualifications to teach language, arithmetic, etc.

As to the time devoted to this work there are no set limitations. It is generally thought, however, that a period of ten minutes each day is better than thirty minutes twice a week. Certain habits are being corrected, and, to do this most effectively, periods often recurring are better than long periods given less frequently.

GENERAL INSTRUCTIONS TO TEACHERS

CORRELATION WITH OTHER STUDIES

Remember that hygiene and physical culture must be a part of every lesson taught—that every teacher teaches hygiene, physical culture, and citizenship, whether she realizes it or not. Be your best and you'll do your best for the children.

VENTILATION

Have all windows open top and bottom. Insist upon pupils removing outer wraps of all kinds. Whenever practicable, conduct the work out of doors.

CONTROL OF THE BODY

If the exercise demands but one member of the body to act, pupils should be taught to move no member not affected by the command.

METHOD OF PRESENTATION

Always explain and illustrate new exercises before having class do them. When the exercise is thoroughly understood, numbers may be used instead of defining words. Work should not always be given rhythmically, but the child's mind should be kept alert by unexpected commands.

COMMANDS

Preparatory commands should be given before the execution of the movement. All commands of execution should be given at the time the movement is to be executed. The preparatory commands should never be repeated after starting the exercise.

BREATHING EXERCISES

(Two-minute drill)

For relaxation use this drill twice a day—once in the middle of the morning session and again in the middle of the afternoon. All cloaks

and coats are to be removed at the command, "Ready for physical drill."

(All words in command are to be carefully noted, but words indicating action (underscored words), are to be emphasized in giving commands.)

1. Class *sit.* (At command, pupils sit with bodies pushed well back, but with shoulders free of desk; feet flat on floor; chest up; faces front, and hands resting lightly in lap.)

2. Class *stand.* (Pupils, without touching desks with hands, rise facing windows; *posture:* heels together; toes apart; hands at sides with thumbs turned in; chest up.)

3. *Inhale.* (Take breath through nose.)
Exhale. (Expel breath through mouth.) Repeat command three times.

4. Face *forward,* 1, 2. Relaxing and stretching. Count 1, 2, 3, 4. (Hands thrown over heads, bring forward and downward until fingers touch floor with knees unbent (1). Bring finger tips to shoulders with elbow well in to body (2), then raise arms to a parallel position over heads (3). Position (4). Repeat three times.

5. *Inhale. Exhale.* (Same as *three,* with pupils facing windows again.) Repeat three times.
Face forward.

6. Class *sit.*

SUGGESTED GAMES FOR SMALLER CHILDREN

The object of all indoor games is to give, in the shortest time, mental and physical relaxation; therefore, any game that will induce a spontaneous laugh is good.

1. Wigwag.
2. Birdcatcher.
3. Bean-bag-pass.
4. Bean-bag-toss.
5. Huckle, buckle, beanstalk.
6. Follow my leader.

Outdoor games, more than those indoors, cultivate the team spirit, and are better for physical development because of the fresher air and the freedom for spontaneous physical activities.

Outdoor games:

1. Three deep.
2. Hill, dill.
3. Sheep and wolf.
4. Ball relay.
5. Cat and mouse.
6. Outside follow my leader.

Indoors:

1. *Wigwag.*

Raise windows, children stand at attention. Teacher extends her hands, thumbs up, at the same time saying, "Thumbs up." Children

imitate her motion. Teacher varies directions from up, down, wigwag, the children doing each time what the teacher *does*. When the teacher says one thing and does another, any child who does what is *said* instead of what is *done*, sits down. The teacher changes rapidly and usually gets everyone down in a very short time, with a hearty laugh as a result.

2. *Birdcatcher.*

Divide pupils into three or four groups, naming each group for some particular bird, as red bird, sparrow, hawk. Designate a space or corner as cage. The catcher is called hawk; he calls the name of a group of birds, who run to the cage, the hawk chasing, and all caught become hawks. Another group of birds is called and the hawks chase, and so on till all are caught. After the first call, the game progresses rapidly.

3. *Huckle, Buckle, Beanstalk* is especially good. The children close their eyes, while the teacher or a child places some object, previously agreed upon, in plain view of the pupils. At a signal, eyes are opened, children rise, and move about, looking for the object. When a pupil sees it, he must not indicate his finding, but he runs to his desk. When seated he says, "Huckle, buckle, beanstalk," to show that he has found it. The last ones discovering the article occasion much laughter.

4. *Ball Relay.*

Children stand in two lines beside each other, one behind another, and an equal number in each line. A large ball, or other object, is given to each "head man," and a goal, usually two chairs, eight or ten feet apart and twenty or more feet in front of the lines, is chosen. At a signal the leaders dash forward between and around the chairs and back to the new "head man," who receives the ball. The first runners go to the back of the lines, and so on. The line that gets its first "headman" back to the front first is winner.

Folk dances and games should be used at the discretion of the teacher.

GAMES FOR RELAXATION

In the Schoolroom for Older Children

The school play period might well come midway between the two recesses. Three to five minutes is ample time to use for this each day.

1. *"Last Man."*

This game is played with the children seated in rows at their desks. Indicate one pupil as *runner* and another as *chaser*. The chaser pursues the runner, who stops in front of a row, calling *last man*. The last man in the row immediately rises and becomes the runner, and the former runner sits down in the row, others in the row moving back one seat. If the chaser catches the runner before he can call *last man*, their parts are exchanged, and the former chaser must call *last man*.

2. *Bean-bag Game.*

Have three small bags of one color and three of another color. Let

the room choose sides as for a spelling match. Have three circles drawn about a common center, with radii of one, two, and three feet. The leaders on each side take turns throwing bags, the bags falling in smallest circle counting fifteen, those in middle circle ten, and those in the largest circle five. After throwing, the leader goes foot and others throw. Scorekeepers at the blackboard keep a record of counts on the two sides, the side with the larger count winning the game.

DRAWING

Suggestions

Drawing in the schools has many recognized values which justify giving it a place in the course of study. Correlate the work especially with nature study, geography, and reading. Never allow it to become a dead subject. Adapt it to the daily needs. Work in constructing and decorating useful articles to be used about the school-room or at home is excellent.

Materials Necessary for Each Grade

The teacher should be supplied with the *Teachers' Manual and Course of Study* for the Practical Drawing Series. Brief suggestions are given in the front of each book.

Book One—Soft pencil, drawing paper, scissors, crayola, and paste.

Book Two—Soft pencil, drawing paper, scissors, crayola, and paste.

Book Three—Soft pencil, drawing paper, scissors, crayola or water colors, and paste.

Book Four—Soft pencil, drawing paper, scissors, crayola or water colors, and paste.

Book Five—Pencil, drawing paper, ruler, scissors, water colors, paste, and cardboard.

Book Six—Pencil, drawing paper, water colors, scissors, ruler, and paste.

Book Seven—Soft pencil, drawing paper, ruler, scissors, and paste.

WRITING

The aim of the teacher is to give each pupil a legible, regular, easily written style of handwriting. Rapidity, if not acquired at the expense of quality, is desirable.

The teacher who has not had a special course in muscular-movement writing should study carefully the directions given at the first of each of the adopted writing books. Note the general directions at the back of the book.

A model alphabet for both the capitals and the small capitals should be kept on the blackboard. All written work done by the teacher should be worthy of imitation by the pupils, and the child should be urged to do every written exercise, in every subject, in his best handwriting.

However, there should be a regular writing period in which the child

is *taught* how to write. These lessons should be given according to a systematic plan.

The copy book should be used to show the results of the teaching. In other words, it may be considered to be only a collection of the specimens of the child's writing. The copy is the model. In the primary grades practice of the model should be done on the board or with a large pencil on unruled paper. From the third grade on, the child should use a pencil or pen.

Each child should work diligently to acquire a regularity of slant. This comes principally as a result of good position of paper, body, feet, head, arm, hand and pen.

Instill into the child the desire to have his writing improve materially as the term progresses.

It is of advantage to allow each child to measure a sample of his writing once a month by one of the scientific standard writing scales. The scale could be hung in a conspicuous place in the room. Try to have all children work up to the place in the scale that their best penman had reached at the beginning of the term.

The following scales are good, and can be ordered at a cost of a few cents apiece:

Writing Scale, by Edward L. Thorndike. Published by Teachers' College, Columbia University, New York City, New York.

Measuring Scale for Handwriting, by Leonard P. Ayers, Division of Education, Russell Sage Foundation, 130 East Twenty-second Street, New York City, New York.

Others may be used as desired.

HISTORY

In every grade history should be taught to the child. In the primary grades the story will be of persons—biography or of special events of interest. Thus his study of history before the formal beginning with a text-book is disconnected. It is when he begins with a special history text that the child proceeds to see events in their connection, and to study the great movements in the development of the life of the various nations.

The following are some of the aims of the course of history in the elementary grades:

(1) To arouse an interest in historical subjects through biography. This should begin very early in the child's school life, not as history, but as a part of his reading and English work. Beginning with the third or fourth grade supplementary readers should be selected which contain biography.

(2) To acquire enough of the facts of history to serve as a foundation and background for the work which is to follow. This would include an appreciation of the historical events contained in a history of our country, these events arranged in chronological order.

(3) To bring the child, who is the potential citizen of our country, to a proper conception, so far as he is capable at this age, of his place in society. If the child can learn to recognize during this period that he is a member of a community and not merely an individual with no social responsibilities, the time will be well spent. The class may be

used as a type and will serve as an excellent point of departure, if the teacher will use this to show that the same principles apply to the city, the county, the state, and the nation.

(4) To develop a wholesome and intelligent patriotism. This development will be aided by emphasizing the facts as to how the nation through its government has aided the individual in giving him protection, in satisfying his desire for knowledge by furnishing him public free schools, and by providing for its unfortunates in the various eleemosynary institutions.

The study of history as a separate subject is begun in the sixth grade. Preparation for this work has been made in the preceding grades, if proper attention has been given to biographical study in connection with the reading and English work as suggested above. It is not believed that the child at an earlier age is capable of appreciating history taught formally.

Fifth Grade

The adopted book is to be used more as a supplementary reader than as a history text.

Make the study of biography prominent, but do not fail to organize the materials so as to give the beginner a connected view of the life of our country in some of its simpler aspects.

Attempt to inspire loyalty to the memory of our forefathers who contributed patriotic service to our country's development. Create admiration for noble character, and exalt in the minds of the pupils the bravery, honesty, and unselfishness of the makers of our history.

Estill's The Beginner's History of Our Country.

Sixth and Seventh Grades

Carefully prepared outlines are an aid to both teacher and pupil. The outline should be so planned as to present the important events and movements in brief to the pupil, and should be used principally as an aid in preparing the lesson. It should stress important details, and omit the unimportant or give to them little space. Mere recital of topics, in which the child fails to connect events preceding or following or to show their trend, is of small value. Each day's lesson should be connected with the history which the child has previously studied, until the life of each nation which he studies forms a connected whole before his imagination.

Assignment of lesson

Many teachers just beginning their work find this one of their chief problems. With beginners it is very profitable to devote as much as ten, or even fifteen, minutes to the assignment of the next lesson. The teacher ought to explain any difficult passages, point out what is to be emphasized and what may be omitted, pronounce difficult names, and make clear what places are to be located on maps by the students. Such consideration usually saves much time on the part of the students, and it is the means of avoiding numerous unnecessary mistakes. In the course of the explanation the teacher ought to suggest questions which

will involve not mere repetition of the words of the texts, but individual thought. This will help greatly in giving the students the proper idea that their course in history is not only reading, but actual study of the past. Some teachers make such question a regular part of the day's work and place the questions on the blackboard, so that the students may copy them into notebooks. But always the assignment ought to be both *clear* and *definite,* not only as to what the students shall study, but also what they shall omit. In the more advanced work less help should be given, so as to cultivate a certain amount of initiative on the part of the students.

SIXTH GRADE

One of the important values in the study of Texas history is that the pupil may be able to understand the Texas of today, her institutions, sentiments, and present needs. Moreover, the study of Texas history is of value in arousing the pupil to a keener admiration and a deeper love for his state. Study the great men of the past, and the leading men of the present.

The enthusiastic and capable teacher will so direct and teach that the next generation will not only appreciate but preserve and improve the commonwealth.

Use a notebook for maps, stories, and clippings. Have the pupil so prepare it that he will treasure it in after years.

Correlate the study with the geography of Texas and of the United States.

Text: Barker, Potts, and Ramsdell's A School History of Texas.

Supplementary readers may be used for additional work.

SEVENTH GRADE

UNITED STATES HISTORY AND FEDERAL CIVICS

In this year the child starts upon the second cycle of his study of history. Biography should still be used as a very necessary part of the supplementary reading but men now must be considered in connection with events.

During this period dates should be studied in their relation to each other and as guides to events. The child should learn that dates within themselves are worth nothing. This phase of the work may be made more practical by selecting the most important dates, and by making these the minimum requirements during this period. Some other limitations might be placed upon the requirements during the sixth and seventh years' work. Inasmuch as the text-book is prescribed, the following are offered as the minimum requirements for a course of elementary history, these to be selected from the adopted text and properly organized by the teacher.

The basis of these requirements is the report of a committee of the Minnesota Educational Association on elementary course of study, dealing with the elimination of subject matter in the various elementary school subjects.

The following dates should be required:

1. 1000 Norse discovery of America.
2. 1492 The Discovery of America.
3. 1607 Settlement of Jamestown.
4. 1619 Slavery introduced into Virginia.
5. 1619 The first representative assembly held in America.
6. 1620 The Pilgrims land at Plymouth.
7. 1643 The confederation of the New England colonies formed.
8. 1689 The beginning of the Inter-colonial Wars.
9. 1754 Colonial Congress at Albany.
10. 1763 Treaty of Paris at the close of French and Indian War.
11. 1775 Battles of Lexington and Bunker Hill.
12. 1776 Declaration of Independence.
13. 1777 The surrender of Burgoyne at Saratoga—turning point of The American Revolution.
14. 1781 Cornwallis surrenders at Yorktown.
15. 1787 Adoption of the constitution.
16. 1789 Washington inaugurated president.
17. 1803 Louisiana Purchase.
18. 1812 War declared against England.
19. 1820 The Missouri Compromise.
20. 1823 Monroe Doctrine announced.
21. 1846-48 War with Mexico.
22. 1850 The passage by congress of the Omnibus Bill.
23. 1861 Secession of the southern states.
24. 1863 Emancipation Proclamation.
25. 1863 Battles of Gettysburg and Vicksburg—turning point of the Civil War.
26. 1876 Telephone invented.
27. 1878 Electric light invented.
28. 1898 War declared against Spain.
29. 1903 First wireless message sent across the Atlantic.
30. 1914 Federal Reserve Bank Act.
31. 1915 Opening of Panama Canal.
32. 1917 United States enters World War.
33. 1919 Peace Conference at Versailles.
34. 1919 First airplane crosses Atlantic.

DISCOVERIES

Learn only those made by:

Columbus	De Soto	Champlain
Magellan	Cartier	Hudson
Balboa	Cabot	Marquette
Vespucius	Drake	Joliet
Cortez	Raleigh	LaSalle

The detailed study of the colonies should be confined to the study of one of each type. For example, that of Virginia, Massachusetts, New York, Pennsylvania, and Georgia.

The study of wars should be reduced to:

1. Remote and immediate causes of war.
2. Resources.
3. Plans of campaign.
4. Turning point of war.
5. Remote and immediate results.

Reduce the studies of battles to the following:

1. Braddock's defeat at Fort Duquesne, 1755.
2. Battle of Quebec, 1759.
3. Battle of Lexington, 1775.
4. Battle of Bunker Hill, 1775.
5. Battle of Saratoga, 1777.
6. Battle of Yorktown, 1781.
7. Perry's victory on Lake Erie, 1813.
8. Battle of New Orleans, 1815.
9. Battle of Buena Vista, 1846.
10. Battle of Mexico, 1847.
11. Battle of Manassas, 1861.
12. Battle between the Merrimac and the Monitor, 1862.
13. Battle of Gettysburg, 1863.
14. Capture of Vicksburg, 1863.
15. Battle of Manila, 1898.

Discontinue the use of the following terms in elementary history:

indenture	assumption	resumption
amnesty	cabal	imperialism
filibustering	manifesto	belligerents
specie payment	demonetized	reciprocity
inflation	communism	economic

The following topics might be omitted from an elementary course of history:

1. The detailed and distinctive characteristics of various tariff acts.
2. Sherman Act, Bland-Allison Act, and all other monetary legislation.
3. Presidential campaigns except Jefferson's, Jackson's, Lincoln's, and Wilson's.
4. Political parties except Federalist, Democratic, Whig, and Republican.

It is recommended that history and literature be correlated especially in the seventh grade. In this way the English work may greatly aid the history in that the history teacher may require the pupils from time to time to write short biographies. A part of a history examination might be to require the pupils to write 200 or 300 word biographies of the following:

Columbus	Hamilton	Lee
Washington	Webster	Lowell
Franklin	Boone	Whittier
Jefferson	Lincoln	Longfellow

A set of maps and charts should be provided for the seventh grade history and individual maps should be required.

The child should be taught some form of civics in every grade of the public schools.

Federal civics should be correlated with United States history throughout the year. History may be given four days and civics one day each week.

The teacher should make the civics lessons practical and a time of keen pleasure to the child. Let the children form a city council and see it at work. Permit them to hold an election according to prescribed legal methods. Let them organize a legislature and pass laws and form a moot court to try cases. As far as possible, teach them by practice the facts and customs that the study of civics presents.

Current events and history of the present should not be neglected.

We, as teachers, must interpret in story form the great forces that lie behind the great world tragedy that is now over. The teacher who does not use the war story is not using some of the very best material to awaken interest in related subjects. The geography and history of Belgium, France, Italy, Austria and Russia all have a new significance today because of the great war and America's part in it.

Text: A Student's History of Our Country.

MUSIC

The work in music is recommended but is not obligatory.

Suggestions in a Small One-Teacher School

Seat pupils with the best voices in rear of room; medium voices next, monotones in front.

Require an easy, erect sitting position, chest high, and feet flat on the floor. Children should frequently stand while singing; insist upon good posture.

Give correct pitch for every song, using chromatic pitch pipe. Never guess at the pitch, nor allow pupils to do so.

Singing should always be light, sweet, melodious, and without strain. Do not sing with pupils,—sing for them.

In teaching rote songs, divide pupils into groups or small choirs. Teach the song to the best choir first, so that members of this group may be stationed with the other groups to aid them in learning songs. Teach words before attempting to sing the song; talk about it to arouse the pupils' interest. Sing it for them as a whole.

Careful attention should be given to correct breathing, tone, quality, phrasing, correct pronunciation, distinct utterance, and song interpretation.

Once a week, Friday afternoon perhaps, a special program in music should be given. Let pupils choose songs in advance to encourage a more careful memorizing of work. Competition between *choirs* may be encouraged. The less timid pupils may learn individual songs and appear on the program as a surprise to the rest of the school. In this way individual work may be encouraged.

Lists of Songs for Smaller Children

Progressive Music Series, Book One.

Bubbles, page 9; Choo-choo, page 132; A Little Lady, page 13; Afternoon Tea, page 319; (Teachers' Manual) Billy and Betty, page 26; Three Little Heads, page 150; Grasshoppers Ball, page 152; Kris Kringle's Song, page 160; Valentine Song, page 46; Umbrella Man, page 170; Little Robin Redbreast, page 176; Raindrops, page 45; Thanksgiving Day, page 141; Gingerbread Man, page 113; O! Christmas Tree, page 125; Benediction, page 132; Good Morning, page 5; A Surprise, page 24; Upon a Morning Sunny, page 31; Goodbye, Mother, page 93; Rain, page 103; Washington's Birthday, page 85; Songs of Praise, page 79; Dancing Raindrops, page 75.

All songs in Congdon Three.

List of Songs for Larger Children

Progressive Music Series, Book Two.

Fuddle-dee-dee, page 6; The Raindrop Soldiers, page 9; September, page 10; The Leaves Dance, page 11; A Strange Country, page 17; The Shell Song, page 18; The Bee and the Butterfly, page 29; Old English Nursery Rhyme, page 81; All Through the Night, page 41.

Lyric Music Series, First Reader.

The Echo, page 10; Sleep, Darling, Sleep, page 16; Let Us Be a Band, page 29; Hymn of the Morning, page 44; The Honey Bee, page 49; The Mill-Wheel, page 69; Wee Bairnie, page 126; Little Sing Woo, page 129.

Lyric Music Series, Second Book.

Two-Part Songs: The Bell-Buoy, page 59; The Sail Boat, page 60; The Month of Roses, page 62; Dream Wings, page 63; Good Morning, page 60; Invitations, page 77; Swing, Little Bird, page 89; Sleepy Time, page 100; A Spring Song, page 120; America, page 164; There's Music in the Air, page 167; The Star-Spangled Banner, page 176; Columbia, The Gem of the Ocean, page 178.

Flag of the Free and The Stars and Stripes from the "Story of the American Flag," by Wayne Whipple.

America, the Beautiful.

The following is a more complete outline that may be used in larger schools or those that have more time to devote to music.

The aim of the work in music is (1) to cultivate the love and appreciation of good music; (2) to develop that musical sense which exists in every child; and (3) to train the pupil in an understanding of this great language of the emotions.

General Suggestions: (1) Require an active position of the body in all singing. Children should stand for part of each lesson. Permit no loud singing, especially on low notes, where the tendency to produce harsh tones is greatest. (2) Require breathing exercises consisting of deep inhaling and prolonged exhaling. This can be gotten with less tension by letting the children imitate the sounds of nature, namely, wind, waves, swishing of the trees, bees, sounds we hear in everyday life as bell, electric fan, sawmill, engine, etc. (3) Individual singing

should be encouraged in all the grades and unison singing should be required. (4) Accurate pitch is very necessary at all times when pupils sing. Do not guess at pitch in starting songs for first and second grades. Use Congdon's chromatic pitch pipe, which is the approved pitch instrument. (5) In all song work whether learned by rote or note, give attention to expression, which involves tempo, good attack, phrasing, clear enunciation, shading, and good tone quality.

MOTIVES AND IDEALS*

I. Justification of Music in Curriculum
   - A. Development of taste for best music (through use of good song material and listening to masterpieces)
   - B. Development of feeling or emotions
     1. Joy in nature.
     2. Love for humanity
     3. Patriotism and loyalty
     4. Development of religion and idealism (esthetics)
   - C. Development of musical skill
     1. Use of the voice
     2. Interpretation
     3. Sight reading
     4. Intellectual appreciation

II. Subject of Music in its Relation to Children
   - A. Must possess permanent interest
   - B. Must possess permanent value (See Bagley, Gilbert, Hall, McMurry, Partridge)
   - C. Must appeal to various stages of physical and mental growth
     1. Kindergarten: folk dancing, action songs, singing, games, marching
     2. Primary Grades: folk dances, folk songs, songs embodying human relations, patriotic songs, nature songs, songs selected for definite content and simple structure—phrase repetition conspicuous
     3. Intermediate Grades: folk dances, folk songs, patriotic songs, story songs, mythical and legendary, hero worshipping. Definite problems to be mastered, topically arranged for drill and mastery of technical difficulties
     4. Grammar Grades: songs appealing to emotional nature. (Note: Throughout the different stages material must be adapted in range to vocal limitations to children. In primary grades songs with range entirely in head register. In adolescence, the changing voice must be considered

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III. Method of Teaching Must Vary with Stages of Children's Development

A. Primary Grades (6 to 8): sensory period (Predominantly ear training)

1. Concrete ideas—rote songs. (See interest, permanent value, simplicity of content and structure)
2. Learning process, imitative
3. Repetition as a principle
   a. Period repetition through additional stanzas
   b. Phrase, motif and figure repetition
   c. Repetition of figures in new songs
4. Conscious observation of song experience by analysis. Elements of phrase, motif and figure
5. Beginning of synthetic process. Discovering familiar musical ideas as figures in new relation songs

B. Intermediate Grades (8 to 12): associative or drill period (Predominantly eye training)

1. Interest maintained through concrete experience—more songs
2. Attention becomes voluntary; theory of work, need of mastery, development of will power
3. Learning process, association
   a. Association of musical idea, tonal and rhythmic
      (1) Review familiar songs embodying a new problem
      (2) Bring consciousness to bear upon the problem
      (3) Isolate problem from context and drill upon it
      (4) Apply problem in reading new songs
   b. Organization of musical ideas
      (1) Rhythm, time values
      (2) Tone: diatonic major and minor relations; chromatic relations; part singing
   c. Drill. Formal memorization of definite ideas
   d. Synthetic process. Application: sight-reading, development of independent power and initiative
4. Development of taste through listening to best music
   a. Ideals of tone, style, proportion

C. Grammar Grades: adolescent period

1. New song experience (Apply principles mastered in previous grades)
2. Music must appeal to emotional nature
3. Teacher must develop intelligent appreciation
   a. For emotional content, mood, atmosphere
   b. For form-structure, thematic divisions

c. Of composers in relation to other great men of achievement (Place of listening in musical education—mechanical players)
d. Of influence of historical setting and environment

4. Teacher must recognize changing voices
   a. Select suitably arranged music
   b. Have systematic voice tests and records

COURSE OF STUDY*

FIRST YEAR

The aim is to give each child the use of his singing voice and pleasure in songs as a means of expression. There is some slight analysis of the musical experience gained, consisting of aural recognition of phrase, measure, and beat, and of three forms of measure, namely, 2-beat, 3-beat, and 4-beat.

Songs are learned by rote, vocal practice by imitation. The staff is not presented. An average of one song a week should be given, and these songs should be beautiful, perfect as children's songs.

Standards of Attainment at End of First Year

(a) The ability to sing from memory, correctly and pleasantly, one stanza each, at least, of fifteen of the songs.
(b) Not more than 4 per cent monotones
(c) Ability to state form of measure in a strongly and simply rhythmic new song
(d) Ability to recognize the phrase
(e) Pleasure in song developed

Methods of Measuring the Attainment

(a) Intonation, vocal ease, vocal quality, accurate recollection of words, good tempo and rhythm
(b) Individual singing
(c) Individual test in listening and answering
(d) Individual test: teaching singing first phrase and asking pupil to sing the second phrase
(e) Ask what shall be done with an unoccupied five minutes

SECOND YEAR

The added aim is to give the pupil knowledge of staff notation and the ability to read very simple music at sight, using the scale syllables. Ear training extended to oral and written dictation (the latter tonal, not rhythmic)

Standards of Attainment by End of the Year

(a) Ability to sing at sight by syllables a simple phrase in any one of nine keys, after the position of the keynote is given: the singing to

*Will Earhart, Director of Music in the public schools of Pittsburgh.

be correct as to syllables and tones, but nothing rhythmical to be expected beyond beat lengths, and occasional tones of two, three or four beats in length

(b) Ability to recognize and sing by syllables simple successions like do-mi-sol, *played or hummed*

(c) Ability to recognize and write on the staff (after position of keynote, and also the signature is given) successions like those in (b). Rhythmic indication not required

(d) Ability to name and write eight kinds of notes and three kinds of rests, to state the length of each in measures not involving fractions of beats for such notes, and to write a measure of at least three kinds of measure

(e) Monotones reduced to 2 per cent of continuation pupils

(f) Pleasure in song

Method of Measuring the Attainment

(a) Individual singing

(b) Individual tests

(c) Written tests

(d) Individual oral and written tests

(e) Ask what shall be done with an unoccupied five minutes

What did you do at home yesterday after school that you had done yesterday or this week in school?

THIRD YEAR

New features: Six-eight measure, the divided beat, an easy chromatic tone or two, the foundations laid for two-part singing, the letters on the staff.

Standards of Attainment

(a) The ability to sing at sight, by syllables, easy music containing only foregoing features

(b) Technical knowledge of features to date

(c) Ability to name any key recently studied by reference to its signature

(d) Oral dictation, and ability to write on staff prepared with signature. A short group of tones *played* (or hummed), now to include accuracy in *easy rhythmic features*

(e) Pleasure in song

(f) There should be some signs of articulation with music in the community

Methods of Measuring the Attainment

(a) Individual singing

(b) By individual tests of ability to name rests, measures, sharps, flats, naturals, to give letter-names of staff degrees, to write these, write measures, etc.

(c) Oral or written tests

(d) Oral and written dictation

(e) Inclination to use music for enjoyment in the schoolroom and the home

(f) Do you sing in Sunday school? Church? Do you hear any of the songs you sing in school sung or played in public places?

FOURTH YEAR

New features: Two-part singing established: the unequally divided beat

Standards of Attainment

The foregoing and in addition:
(a) The ability to carry in groups of three or four on a part, one part or the other in familiar two-part songs
(b) Ability to name any one of nine keys from its signature

Methods of Measuring the Attainment

(a) Oral group tests
(b) Oral or written tests

FIFTH YEAR

Characteristics: Extension of tonal and rhythmic study; two-part singing the regular routine, development of the group-spirit in song; organization of knowledge into a system; dawning recognition of the mood-qualities of songs and the value of nuance
New features: The composition of scales (major) and the consequent systematic understanding of chromatics; the chromatic scale

Standards of Attainment

(a) Ability to carry, in duet, one part or the other in familiar songs
(b) Ability to find and name the tones that compose the scale of any one of nine keys
(c) Ability to write the signatures of the more frequently used keys
(d) Ability to recognize by ear and name or define and write the important tonal forms and rhythmic forms so far as studied
(e) Well defined musical interest and growing musical taste

Methods of Measuring the Attainment

(a) Measure by oral tests, by twos
(b) Measure by written or oral tests
(c) Measure by dictation tests, oral and written, including written rhythmic dictation. Oral and written tests
(d) Measure by such questions as: At home and in company do you sing? Do you play? Do you go to concerts? Do you sing or play with your friends? What do you sing? What do you like best to sing or play? What composition do you hear that you like? etc., etc. Sight-singing and theoretical knowledge as before, now including new features

SIXTH YEAR

The emotional significance of music as well as its purely tonal charm begins to become apparent. Expression of definite states of feeling

begins to take the place of pure aural enjoyment. Social unification through singing therefore begins to be felt

New features: Three-part singing established; the Minor Mode systematically studied

Standards of Attainment

(a) Ability to carry any of the three parts
(b) Ability to name from the signature and write the scale of any major or minor key
(c) Ability to write the signature of any major key
(d) Ear training includes recognition of major as distinguished from minor mode and forms of minor scale as distinguished from one another, as well as foregoing features
(e) Pleasure in group singing and playing, a liking for music as emotional language aiding in self-expression

Methods of Measuring the Attainment

(a) Measure by oral tests by threes
(b) Measure by oral and written tests
(c) Measure by written tests
(d) Measure by recognition of tonal forms played or hummed and oral or written recitations on them
(e) Do you sing or play with groups of others? When, where? What songs or compositions that you have heard played or sung do you like? Why?

SEVENTH YEAR

Characteristics: Music as expressing individual feeling is felt so sharply that reticence often results; some changing voices appear; voices need to be classified and may need to be permanently assigned

New features: More comprehensive systematization of the tonal scheme of study of modulation and harmonic relations

Standards of Attainment

(a) Good theoretical knowledge of all features mentioned to date
(b) Appreciation of new music (as revealing capacity for evaluation of music)
(c) Ability to sing by syllables simple three-part music at sight, all three parts; or one-part music, words at sight
(d) Singing in the group should develop a strong sense of social organization and cooperation

Methods of Measuring the Attainment

(a) Oral and written tests
(b) Recitals, voice, instruments, player-piano, victrola, etc., with impressions reported
(c) Oral tests, a group on each part

LIST OF BOOKS

1. For Teachers

The Song Primer Teacher's Book, Silver, Burdett Co.
T. Maskell Hardy, The Child Voice, Oliver Ditson Co., Boston
Frank R. Rix, Voice Training for School Children, The A. S. Barnes Co.
Dawson, The Voice of the Boy, The A. S. Barnes Co.
Teacher's Edition for Elementary Grades, Ginn & Co.
A New Graded List of Victor Records for Children in Home and in School, Educational Department, Victor Talking Machine Co., Camden, N. J.

2. For Classes

The Progressive Music Series, Silver, Burdett Co.
The New Educational Series, Ginn & Co.
The Song Series, The A. S. Barnes Co.
Alys E. Bentley, Play Songs from the Song Series, The A. S. Barnes Co.
Cushman and Andrews, Songs for the Seasons, The A. S. Barnes Co.
Ripley and Schneider, The Art Music Readers, A. Flanagan Co.
Ward, Stories of Famous Musicians, A. Flanagan Co.
Akin, Opera Stories from Wagner, Houghton, Mifflin Co.
The Art Music Readers, Atkinson, Mentzer Co.
Eleanor Smith, Book of Children's Songs, Silver, Burdett Co.
Jessie Gaynor, Book of Children's Songs, John Church Co.
The Lyric Music Series Primer, Scott, Foresman & Co.
Matthews, Songs of All Lands, American Book Co.
Common School Book of Vocal Music, Silver, Burdett & Co.
Songs of the Flag and Nation, Hinds, Noble and Eldridge

RECORDS FOR THE SCHOOLROOM

PRIMARY GRADES

No. 17004	Mother Goose Jingles, No. 1, Elizabeth Wheeler....,$	.75
No. 35225	Mother Goose Jingles, No. 2, Elizabeth Wheeler.....	.75
No. 18076	Mother Goose Jingles, No. 3, Elizabeth Wheeler.....	.75
No. 17869	Around the Christmas Tree, Elsie Baker.....	.75
No. 18015	Riley-Gaynor, Gingerbread Man, etc., Olive Kline....	.75
No. 64161	Song of a Nightingale (real birds).....	1.00
No. 45058	Song of a Sprosser	
	Song of a Canary and a Thrush.....	1.00
No. 17103	Hansel and Gretel, German Folk Dance, Sousa's Band	
	In the Spring, French Child's Song, Sousa's Band...	.75
No. 17084	Klapdans (Swedish Folk Dance)	
	Shoemaker's Dance, Victor Band.....	.75
No. 18216	Thomas, Gavotte from Mignon (Xylophone), Reitz	
	Schubert, Moment Musicale. (2) Chopin, Mazurka.	.75
No. 17674	Old Black Joe (Celesta solo), Arndt	
	Old Folks at Home.....	.75

No. 60080 Babes in Toyland—The Toymaker's Shop, Herbert's Orchestra ..... .75
No. A1295 (Columbia), Haydn, Children's Symphony (toy instruments)
Currie, Children's Toy March..... .75
No. 64197 Schumann, Träumerei (violin), Mischa Elman..... 1.00

GRAMMAR GRADES

Songs

No. 87254 All Through the Night, Farrar..... 2.00
No. 64427 Burns-Lehman, Bonnie Wee Things, McCormack.... 1.00
No. 18274 Comin' Thro' the Rye, Claude Isaacs, boy soprano
Cooke-Nutting, Sing! Sing! Birds on the Wing..... .75
No. 35617 Longfellow-Whitley, Hiawatha's Childhood, Elsie Baker
Longfellow-Whitley, By the Shores of Gitchee Gumee. 1.25
No. 88150 Bonnie Doone, Melba..... 3.00
No. 64324 Tennyson-Dolores, The Brook, Alma Gluck..... 1.00
No. 64696 Ford-Novello, Keep the Home Fires Burning, McCormack 1.00
No. 64605 Field-Nevin, Little Boy Blue, McCormack..... 1.00
No. 18338 Marseillaise, The (in English), Edward Hamilton
Star Spangled Banner, Elizabeth Spencer..... .75
No. 74039 Marseillaise (in French), Marcel Journet..... 1.50
No. 17442 La Paloma (in Spanish), Francisco
La Golondrina ..... .75
No. 87221 The Rosary, Schumann-Heink..... 2.00
No. 45135 Star Spangled Banner, Werrenrath
America 1.00
No. 17563 Anvil Chorus—Il Trovatore, Victor Chorus
Pilgrim's Chorus—Tannhauser ..... .75
No. A2165 (Columbia), Deep River (negro melody), Oscar Seagle
O Happy Day..... 1.00
No. 87212 Carey-Ambrose, One Sweetly Solemn Thought, Gluck-Homer 2.00
No. 30486 (Columbia), Cadman, From the Land of the Sky-Blue Water, Nordica
Nevin, Mighty Lak' a Rose..... 3.00
No. 35558 Spanish Ballads, Victor Mixed Chorus
Neopolitan Favorites 1.25
No. 88012 Star Spangled Banner, Emma Eames
Dixie 3.00
No. 17611 Medicine Song, Glacier Park Indians (Blackfeet tribe) .75
No. 88178 Toreador Song—Carmen, Gogorza..... 3.00
No. 96001 Quartette, Rigoletto, Artists..... 6.00
No. 70073 Quartette, Rigoletto, Victor Quartette..... 1.25
No. 18277 (Old Rounds), Early to Bed. (2) Three Blind Mice. (3) Good-night
Scotland's Burning. (2) Row, Row, Row Your Boat. (3) Lovely Evening ..... .75

Old Negro Spirituals

No. 17688 Go Down, Moses, Tuskegee Institute Singers
I Want to Be Like Jesus ..... .75
No. 17890 Swing Low, Sweet Chariot, Tuskegee Institute Singers
Steal Away ..... .75
No. A1883 (Columbia), Shout All Over God's Heaven, Fisk University Male Singers
Swing Low, Sweet Chariot ..... .75

Band Accompaniments to Be Used in Chorus Work

No. 18145 My Old Kentucky Home. (2) Battle Hymn of the Republic
Believe Me If All Those Endearing Young Charms. (2) Home, Sweet Home ..... .75
No. 17580 America
The Red, White and Blue ..... .75
No. 17581 Star Spangled Banner, The
Hail Columbia ..... .75

Band or Orchestra Music

No. 16552 Faust, Waltz from Kermesse, Pryor's Band
In Happy Moments (Maritana) ..... .75
No. 18086 Willis, It Came Upon the Midnight Clear. (2) Mendelssohn, Hark! the Herald Angels Sing. (3) Handel, Joy to the World, Orchestra ..... .75
No. 17668 La Marseillaise, Sousa's Band
Belgium National Air, Victor Band ..... .75
No. 35509 Poet and Peasant Overture, Orchestra 1.25
No. A1211 (Columbia), Gounod, Funeral March of a Marionette, Orchestra
Moszowski, Spanish Dance, No. 5—Bolero ..... .75
No. 5464 Weber, Invitation to the Dance, Orchestra 1.25

Violin

No. 64457 Offenbach, Barcarolle—Tales of Hoffman, Maude Powell 1.00
No. 74494 Dvorak, Humoresque, Maude Powell 1.50
No. 74444 Beethoven, Menuett in G, Zimbalist
Gossec, Gavotte in D, Zimbalist 1.50
No. 64614 Boccherini, Minuet (with string quartette), Kreisler 1.00
No. 64709 Paderewski-Kreisler, Paraphrase on Minuet 1.00
No. 64644 Drdla, Souvenir, Elman 1.00

The war has brought to us a realization of the value of the community "Singsong." Teachers are urged to continue this activity in the community in which they work.

PATRIOTIC WORK

Suggestions

"Americanization is the achievement of national unity for world service upon the plane of our highest ideals. It is an unwavering and united progress toward the goal of those ideals which we confess we have not yet attained, but for which we are still striving."

—*Dr. Charles Alvin Brooks.*

THE AMERICAN CREED

NOTE.—This creed won the $1000 prize offered by the city of Baltimore.

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon these principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

"I therefore believe it is my duty to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies."—*W. T. Page.*

THE FLAG LAW

SECTION 1. That the daily program of every school in this state shall be so formulated by teacher, principal, or superintendent as to include at least ten minutes for the teaching of lessons of intelligent patriotism, including the needs of the State and Federal governments, the duty of the citizen to the State, and the obligation of the State to the citizen.

SEC. 2. That the board of school trustees of each and every common, independent, or municipal school district be and is hereby required to provide for a suitable United States flag and flagpole for each school building in the district, and the expense incurred in carrying out this provision of the law shall be paid out of the funds of the district.

SEC. 3. It shall be the duty of the State Superintendent of Public Instruction to issue to each county and city superintendent of public instruction in this State the necessary instructions as to the enforcement of this law, and it shall be the duty of the county and city superintendents of public instruction in every county in this State to see that the provisions of this law and the instructions of the State Superintendent of Public Instruction relative to this law are carried out. The county superintendent of public instruction shall not approve for payment any vouchers drawn on the funds of the district until such district shall have complied with the provisions of this act; nor shall the president of any school board of any independent or municipal school district in this State approve vouchers for the payment of any account until the provisions of this law have been complied with in every particular.

SEC. 4. Any official or employe of the public free schools failing to perform his or her legal duty in connection with the administration of this law shall be deemed guilty of a misdemeanor, and shall be subject to a fine of not more than five hundred dollars or removal from office or both fine and removal from office.

SEC. 5. The fact that this nation is now at war with a foreign foe, and that the strength of a government of the people, by the people, and for the people must necessarily come of its citizenship, creates an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days be suspended and that this act shall be in force from and after its passage, and it is so enacted.

Effective March 20, 1918.

RESOLUTIONS PASSED BY THE THIRTY-SIXTH LEGISLATURE

WHEREAS, The Texas Flag Law places upon the State Superintendent of Public Instruction the responsibility of issuing to the schools instructions in regard to the details of the observance of the law; and

WHEREAS, Intelligent care of the flag is a part of the lesson of patriotism, since the flag is to the child the symbol of his love of his country; and

WHEREAS, The Superintendent of Public Instruction is in hearty accord with the desire of certain members of the Legislature to preserve the flags now the property of the schools, and not to represent the patriotic feeling of our nation by tattered and discolored emblems on the schoolhouses of our State; therefore, be it

Resolved, That it is the wish of the people of Texas, through their Representatives in the Texas Legislature, that the State Superintendent of Public Instruction shall include, in instructions to city and county superintendents, provisions requiring the flag of each schoolhouse to be kept within doors, to be displayed on the exterior of the building only in good weather, on suitable occasions, and at such regular intervals as may be desirable, at the same time providing for such regular use of the flag in patriotic exercise as may inspire in the children of the State the proper reverence and enthusiasm for the Star Spangled Banner of the greatest republic in the world.

NOTE.—Teachers and school officers are requested to modify their use of the flag in accordance with this resolution.

Children should be trained to stand at attention from the first bar till the last of the Star Spangled Banner whenever and wherever it is played.

FLAG SALUTES

Flag salutes are very interesting to children in all grades of school and offer one of the best opportunities for teaching respect for our national emblem. While it is not necessary to assemble the children on the grounds daily for the raising and lowering of the flag, it is, however, desirable to conduct exercises in saluting the flag from time to time. The children should be taught simple flag salutes which they can use in their rooms daily or on the grounds as may be necessary and proper.

At the opening of school the pupils assembled rise at a signal given by the teacher or principal. The flag is brought forward to the stand

of the teacher. While it is being brought forward, every pupil rises to give the flag the silent, or hand, salute, which is as follows: At a signal, as the flag reaches its station, the right hand is raised smartly till the tip of the forefinger touches the upper part of the forehead above the right eye, thumb and fingers extended and joined, palm to left, forearm inclined to about 45 degrees, hand and wrist straight; at the same time look toward the object saluted; drop the arm swiftly to the side. The pupil then takes his seat. The silent salute conforms to the military and naval salute to the flag.

An appropriate "pledge" may accompany the military salute, in which event the salute is held to the end of the "pledge." Three pledges that may be used are suggested:

1.

I pledge allegiance to my flag and to the Republic for which it stands, One nation indivisible, with liberty and justice for all. (Boy Scout.)

2.

Flag of our great Republic—
Symbol of human liberty—
Whose stars and stripes
Stand for courage, purity and union;
We salute thee (hold salute to end),
Pledging our lives and sacred honor
To guard and revere thee
And our beloved country forever.

3.

I pledge my hand and my heart to my country,
One country, one language, one flag.

(In repeating the pledge the pupil places his right hand over his heart and, on coming to the last words of the pledge, salutes the flag.)

MAKERS OF THE FLAG

FRANKLIN K. LANE

This morning, as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a Government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice. "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter, whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, when The Flag stopped me with these words:

"Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She, too, is making the flag.

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag. "But, I said impatiently, "these people were only working!" Then came a great shout from The Flag:

"The work that we do in the making of the flag.

"I am not the flag; not at all. I am but its shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a People may become.

"I live a changing life, a life of moods and passions, of heartbreaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish, and full of that ego that blasts judgment.

"But always, I am all that you hope to be, and have the courage to try for.

"I am song and fear, struggle and panic, and ennobling hope.

"I am the day's work of the weakest man, and the largest dream of the most daring.

"I am the Constitution and the courts, statutes and the statute makers, soldier and dreadnaught, drayman and street sweep, cook, counselor, and clerk.

"I am the battle of yesterday and the mistake of tomorrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea, and the reasoned purpose of resolution.

"I am no more than what you believe me to be and I am all that you believe I can be.

"I am what you make me, nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

THE DESTINY OF AMERICA

EXTRACTS FROM SEVERAL SPEECHES OF PRESIDENT WOODROW WILSON

There is a very great thrill to be had from the memories of the American Revolution, but the American Revolution was a beginning, not a consummation, and the duty laid upon us by that beginning is the duty of bringing the things then begun to a noble triumph of completion. For it seems to me that the peculiarity of patriotism in America is that it is not a mere sentiment. It is an active principle of conduct. It is something that was born into the world, not to please it, but to regenerate it. It is something that was born into the world to replace systems that had preceded it and to bring men out upon a new plane of privilege.

We are participants, whether we would or not, in the life of the world. The interests of all nations are our own also. We are partners with the rest. What affects mankind is inevitably our affair as well as the affair of the nations of Europe and of Asia.

The stage is set, the destiny disclosed. It has come about by no plan of our conceiving, but by the hand of God, who led us into this way. We cannot turn back. We can only go forward, with lifted eyes and freshened spirit, to follow the vision. It was of this that we dreamed at our birth. America shall in truth show the way. The light streams upon the path ahead, and nowhere else.

AMERICA THE BEAUTIFUL

Katharine Lee Bates

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness,
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

THE TEXAS FLAG

Jessie A. Sayers

Tune: Bonnie Blue Flag

With loyal hearts we greet you,
Land of the tree and flower,
First 'mid your sister states you stand
In majesty and power.
From north and south and east and west
The cry resounds afar,
Hurrah! for the Texas flag,
That bears a single star!

Chorus:

Hurrah! Hurrah!
For the Texas flag, hurrah!
Hurrah! for the Texas flag,
That bears a single star!

For Texas is a friend indeed
And faithful to her trust,
She welcomes unto Freedom's soil,
The true, the brave, the just;
And should a foeman's treachery
Attempt her rights to mar,
We'll raise on high the Texas flag
That bears a single star!

Chorus:

TEXAS LAND

Elizabeth D. Kennedy

Tune: America

Thou "Gateway of the West"
'Tis thee I love the best
My Texas Land.
O wondrous and divine
Long may thy Lone Star shine
O'er thee, fair land of mine—
My Texas Land.

I love thy rivers deep,
Thy plains that mighty sweep,
From east to west.
I love thy crystal air,
Thy fields of grain so fair,
None can with thee compare—
I love thee best.

Remember Crockett's fame,
Travis of deathless fame;
Our sacred dead.
"Remember the Alamo,"
Where in the long ago,
Bravely they faced the foe—
Our martyred dead.

O land of heroes brave,
Who died thy sons to save,
Of thee I sing.
May thou forever be
From sword of foeman free,
A land of Liberty—
O God, our King.

TAKEN FROM THE LITERARY DIGEST

The poem that follows has, in addition to its literary merit, real historical importance. Written by the foremost living poet of the South, the poet-laureate of the United Confederate Veterans' Association, it was read in Washington by General George P. Harrison, Commander of the United Confederate Veterans, during his annual address to that society. It was also read at a meeting of the Sons of Confederate Veterans. It is destined to be read at many other patriotic meetings in the South, and to find a place in all anthologies of poems associated with our nation's history.

UNION

By Virginia Frazer Boyle

Out of the mists and the storms of the years,
Out of the glory of triumph and tears,
Out of the ashes of hopes and of fears,
The Old South still leads on.

She is bringing today what her hands have wrought,
What her mother's heart at her knee has taught—
Her treasure of time that her blood has bought—
To lay at the nation's feet.

Not the tattered things which she waves today—
Not the Stars and Bars she has laid away,
Nor the bended forms in their coats of gray—
Her wondrous pledge to the past;

But the spirit that stirs through the dust of the grave,
Wherever the flags of the Union wave;
The valor the God of her heroes gave
To freedom and liberty.

She comes with the cry that led her on,
When freedom and liberty first were born—
And the name of her peerless Washington—
The rugged strength of her days.

She has kept unmixed, through her years of pain,
America's blood in its purest vein;
As she gave to the past, she gives again,
For the glory of her land.

With a patriot's faith in the days to be,
She is pressing the seal of destiny
With the fame of her Jackson and her Lee
The heritage of her sons.

And she sees in her ruddy boy today,
In his khaki coat, her lad in gray,
And back of the drums her heartstrings play,
When the bugles shout and call.

But her mother-love is not dismayed—
She has laid her treasure unafraid
On the shrine where the sad-eyed Lincoln prayed
That the Union might not break.

How they troop, that host that can never die!
A nation's heroes passing by—
The spirits that brook nor earth nor sky—
For the deathless dead have heard:

They are marching out with a shadowy lance,
With the sons of sons to the fields of France;
And they stand at the guns while the bullets glance,
Where England fights to win.

Oh! hallowed earth of the brave and the free—
Oh! pledges of life and of liberty—
They are keeping the tryst on the land and the sea.
Of a nation forever one!

Name of Book.	Retail Price.	Exchange Price.	Publisher.	State Depository.	Term of Adoption.
Spelling:					
The New World Speller			World Book Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
First Book	$0.28	$0.14			
Second Book	.30	.15			
Basal Readers:					
The Playmates Primer, by Haliburton	.18	.09	B. F. Johnson Publishing Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Child's World Reader			B. F. Johnson Publishing Co		Sept., 1919—Sept., 1925
Book 1	.27	.14			
Book 2	.31	.16			
Book 3	.34	.17			
Book 4	.38	.19			
Book 5	.43	.22			
Language:					
Our Language, First Book, by McMurrey and Norvell.	.28	.14	B. F. Johnson Publishing Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1920
Our Language, Second Book, by Smith	.34	.17	B. F. Johnson Publishing Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1920
Grammar, by Smith	.40	.20	B. F. Johnson Publishing Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1920
Composition and Rhetoric, by Merkley and Ferguson.	.80	.40	Newsom & Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Rhetoric, by Herrick and Damon	.87	.44	Scott, Foresman & Co	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Geography:					
New World Geography, by Tarr and McMurray			The Macmillan Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1921
Book I	.65	.32			
Book II	1.00	.50			
Arithmetic:					
First Journeys in Numberland, by Harris and Waldo.	.30	.15	Scott, Foresman & Co	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1920
Essentials of Arithmetic for Primary Grades, by Wentworth and Smith.	.34	.17	Ginn & Co	Ginn & Co., Dallas, Texas	Sept., 1919—Sept., 1922
Mental Arithmetic—					
Everyday Arithmetic, by Gifford	.24	.12	Little, Brown & Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1922
Essentials of Arithmetic for Grammar Grades, by Wentworth and Smith.	.61	.30	Ginn & Co	Ginn & Co., Dallas, Texas	Sept., 1919—Sept., 1922
Physical Geography:					
New Physical Geography, by Tarr	.88	.44	The Macmillan Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925

LIST OF BOOKS. IN EMERGENCY, ORDER FROM THE DEPOSITORY

Name of Book.	Retail Price.	Exchange Price.	Publisher.	State Depository.	Term of Adoption.
United States History:					
Beginner's History of Our Country, by Estill...	$ 0.40	$ 0.20	Southern Publishing Co.....	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Student's History of Our Country, by Hall, Smither and Ousley.	.70	.35	Southern Publishing Co.....	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1920
American History, by Cousins and Hill.....	1.25	.....	D. C. Heath & Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1920
Texas History:					
A School History of Texas, by Barker, Potts and Ramsdell.	.50	.25	Row, Peterson & Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1921
Agriculture:					
Elementary Principles of Agriculture, by Ferguson and Lewis.	.60	.....	Ferguson Publishing Co.....	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Elements of Agriculture, by Warren.....	.90	.45	The Macmillan Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Story of Cotton, by Brooks.....	.60	.....	Rand, McNally & Co.....	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept.,1921
Physiology:					
First Book of Health, by Hartmann and Bibb..	.35	.20	World Book Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
The Human Body and Its Enemies, by Hartmann and Bibb.	.65	.40	World Book Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Advanced Physiology and Hygiene, by Conn and Buddington.	1.10	.55	Silver, Burdett & Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1922
Civics:					
Texas and Federal, by Triplett and Hauslein.:.	.75	.40	Hercules Printing and Book Co.	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
New Civics, by Ashley.....	1.08	.54	The Macmillan Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Algebra:					
Elements of Algebra, by Hopkins and Underwood.	.70	.35	The Macmillan Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
New School Algebra, by Wentworth.....	.90	.....	Ginn & Co.....	Ginn & Co., Dallas, Texas.....	Sept., 1919—Sept., 1925
Graded System of Writing Books:					
New Outlook Writing System:					
Books One to Eight, Each.....	.05	.....	O. P. Barnes & Co.....	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1920
Drawing:					
Practical Drawing.....	.....	.....	Practical Drawing Co.....	Practical Drawing Co., Dallas, Texas.	Sept., 1919—Sept., 1925
Books One to Four, Each.....	.18	.....			
Books, Five to Eight, Each.....	.23	.....			

Geometry:					
Plane Geometry, by Wentworth and Smith	.76	.....	Ginn & Co	Ginn & Co., Dallas, Texas	Sept., 1919—Sept., 1925
Solid Geometry, by Wentworth and Smith	.83	.41	Ginn & Co	Ginn & Co., Dallas, Texas	Sept., 1919—Sept., 1925
Physics:					
Physics, by Mann and Twiss	.70	.35	Scott, Foresman & Co	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1921
First Principles of Physics, by Carhart and Chute.	1.18	.60	Allyn & Bacon	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Ancient History:					
Early European Civilization, by Ashley	1.50	.75	The Macmillan Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1922
Modern History:					
Modern European Civilization, by Ashley	1.60	.80	The Macmillan Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1922
English:					
Oral English and Public Speaking for Secondary Schools, by Shurter.	1.00	.50	Row, Peterson & Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
English Literature, by Long	1.40	.70	Ginn & Co	Ginn & Co., Dallas, Texas	Sept., 1919—Sept., 1925
Introductory History of American Literature, by Payne.	.88	.44	Rand, McNally & Co	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Chemistry:					
First Principles of Chemistry, by Brownlee and others.	1.18	.59	Allyn & Bacon	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Laboratory Manual	.70	.....	Allyn & Bacon	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Latin:					
Latin Lessons, by Smith	.92	.47	Allyn & Bacon	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Caesar, by Bennett	.94	.47			
Cicero, by Bennett	.94	.47			
Virgil, by Bennett	1.13	.57			
New Latin Grammar, by Bennett	.94	.47			
Composition, by Bennett	.94	.47			
Supplementary Readers—Renewed					
Child's World Primer	.28	.14	B. F. Johnson Publishing Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Art Literature Readers-					
Book 1, by Gover	.25	.....	Atkinson, Mentzer & Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Book 2, by Chitter	.35	.....			
Book 3, by Chitter	.45	.....			
Elson's Readers	.....	.....	Scott, Foresman & Co	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
Book 4	.40	.20			
Book 5	.44	22			
Book 6	.44	.22			
Book 7	.52	26			

LIST OF BOOKS. IN EMERGENCY, ORDER FROM THE DEPOSITORY

Name of Book.	Retail Price.	Exchange Price.	Publisher.	State Depository.	Term of Adoption.
Supplementary Readers—New Adoptions					
First Series:					
Haliburton Readers:					
Primer	$ 0.32	.....	D. C. Heath & Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
Book 1	.36	.....			
Book 2	.40	.....			
Book 3	.44	.....			
Book 4	.56	.....			
Book 5	.64	.....			
Pennybacker's History for Sixth Grade	.65	$ 0.35	Mrs. Percy V. Pennybacker	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
American Spirit, for Seventh Grade	1.00	.....	World Book Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
Second Series:					
Literature Readers, by Free and Treadwell:					
Primer	.30	.....	Row, Peterson & Co	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Book 1	.34	.....			
Book 2	.37	.....			
Book 3	.40	.....			
Book 4	.44	.....			
Book 5	.47	.....			
Book 6	.54	.....			
Book 7	.54	.....			
Third Series:					
Brown's Reader Book 1	.40	.....	Ginn & Co	Ginn & Co., Dallas, Texas	Sept., 1919—Sept., 1923
New American Readers, by Horn, Shurter and Baugh:					
Book 1	.36	.....	Ginn & Co	Ginn & Co., Dallas, Texas	Sept., 1919—Sept., 1923
Book 2	.40	.....			
Book 3	.48	.....			
Book 4	.52	.....			
Book 5	.60	.....			
Texas Literature Reader for Sixth Grade, by Eagleton.	.35	.....	Southern Publishing Co	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Country Life Reader for Seventh Grade	.64	.....	Chas. Scribner's Sons	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Fourth Series:					
Studies in Readings, Seven Grades	.....	.....	University Publishing Co	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
Primer	.35	.....			
Book 1	.40	.....			
Book 2	.42	.....			
Book 3	.48	.....			
Book 4	.48	.....			
Book 5	.48	.....			
Book 6	.48	.....			
Book 7	.52	.....			

Fifth Series:					
Winston Readers	.....	.....	John C. Winston Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Primer	.30	.....			
Book 1	.33	.....			
Book 2	.36	.....			
Book 3	.40	.....			
Book 4	.50	.....			
Book 5	.60	.....			
Our Neighborhood, for Sixth Grade	.65	.....	John C. Winston Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
Our Community, for Seventh Grade	.75	.....	John C. Winston Co.....	Southern School Book Depositry, Dallas, Texas.	Sept., 1919—Sept., 1925
Sixth Series:					
Playtime Primer	.40	.....	Newson & Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
Howe's Readers	.....	.....	Chas. Scribner's Sons.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
Book 1	.28	.....			
Book 2	.36	.....			
Book 3	.40	.....			
Book 4	.44	.....			
Book 5	.48	.....			
Book 6	.56	.....			
Book 7	.60	.....			
Seventh Series:					
Elson's Readers	.....	.....	Scott, Foresman & Co.....	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Primer	.28	.....			
Book 1	.28	.....			
Book 2	.35	.....			
Book 3	.40	.....			
Everyday Classics	.....	.....	The Macmillan Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Book 4	.52	.39			
Book 5	.56	.42			
Book 6	.56	.42			
Book 7	.67	.50			
Eighth Series:					
Progressive Road to Reading	.....	.....	Silver, Burdett & Co.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1924
Book 1	.40	.....			
Book 2	.44	.....			
Eugene Field's Reader, Second Grade	.44	.....	Chas. Scribner's Sons.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Stevenson's Child's Garden of Verses, Third Grade.	.45	.....	Chas. Scribner's Sons.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Rosser's Uncle Jim the Fire Chief, Fourth Grade	.35	.....	Southern Publishing Co.....	Texas School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Stories of Thrift for Young Americans, by Prichard and Turkington, for Fifth Grade.	.64	.....	Chas. Scribner's Sons.....	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1923
Texas History Stories, by Littlejohn, for Sixth Grade.	.50	.....	B. F. Johnson Publishing Co...	Southern School Book Depository, Dallas, Texas.	Sept., 1919—Sept., 1925
My Country, by Turkington, for Seventh Grade	.96	.....	Ginn & Co.....	Ginn & Co.....	Sept., 1919—Sept., 1923

SHIPPING DIRECTIONS

Please ship to the Southern School Book Depository, of Dallas, Texas, the following old books that have been used in the public schools the past year:

The New Century Spelling Book
The Hill Readers, Books I to V
The Arnold Primer
The World Geographies, Books I and II
Hopkins and Underwood's New Mental Arithmetic
Ritchie's Human Physiology
Meyers' General History
Meyers' Ancient History
Meyers' Medieval and Modern History
All Latin books except new adoptions
Any chemistry now in use except new adoptions
Any civics now in use except new adoptions

Please ship to Ginn & Company, Dallas, Texas, the following old books that have been used in the public schools the past year:

Sutton and Bruce's Lower Arithmetic
Sutton and Bruce's Higher Arithmetic
Any Solid Geometry except new adoption
Any history of English literature except new adoption

Please ship to the Texas School Book Depository any History of American Literature that has been in use in the public schools during the past year.

GOOD CITIZENSHIP CODE FOR PUPILS USING STATE TEXT-BOOKS

PLEDGE

Acknowledging my gratitude to the State for providing good schools and free text-books for my education, and recognizing the obligation of citizenship that this education places upon me, I pledge myself to obey the good citizenship code.

THE LAW OF RESPECT

I will respect and take care of the property of the State.

THE LAW OF ORDER

I will keep my books in good order at school and at home.
I will arrange my books neatly in my desk.
I will have one place at home in which to keep my books when I am not studying them.
I will always keep my books together in the place where they belong.

THE LAW OF CLEANLINESS

I will keep my books clean outside and inside.
I will not mark them with pen or pencil.
I will not spoil their pages with finger prints.
I will not put them down where they may become soiled.

THE LAW OF HONESTY

I will guard my books as a trust from the State.
I will return in good condition to my teacher the books which the State lends me.
I will replace or pay for those books that I lose or damage wilfully or unreasonably.

THE LAW OF RIGHT DEALING

I will keep my books fit for those to use who come after me as I expect those who come before me to keep their books fit for me to use.

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Bulletin 47. Forms and Directions. Independent School Districts

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Bulletin 100. Summer Normal Bulletin. 1919
Bulletin 101. Texas High Schools—Directory of Classified and Affiliated High Schools
Bulletin 102. School Legislation of the Second Called Session Thirty-Sixth Legislature
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